DOCUMENT RESUME

ED 054 113 SP 007 296

TITLE	Kindergarten Instruction. A Guide for Teachers.
INSTITUTION	Fairfax County Schools, Va.
PUB DATE	Aug 69
NOTE	215p.
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Art Education, *Curriculum Guides, Dramatic Play, *Kindergarten, Language Arts, Mathematics Curriculum, Music Education, Physical Education, Science Curriculum, Social Studies

ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: General, including the following categories: language development, social studies, mathematics and science, music, art, dramatic play, and physical development. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into eight sections, one for each of the above-mentioned program categories. Each section is laid out in four columns across two pages. Column headings are understandings, behavioral objectives, suggested activities and teaching procedures, and instructional resources. The guide is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section contains a variety of activities; they are about equally divided between group and individual activities. Each set of activities is related to a specific behavioral objective and to a more general concept. An introductory section lists general objectives of the kindergarten program and gives detailed guidelines for the first two weeks of school. INSTRUCTIONAL MATERIALS: The introductory section describes how to set up learning centers in the classroom and lists materials needed for each center. In the eight content sections, books, records, and films are coordinated with other activities. The guide also contains a bibliography of books for children and a list of teacher references. STUDENT ASSESSMENT: The guide includes a sample evaluation form. (RT)

ED054113

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

KINDERGARTEN INSTRUCTION

A Guide For Teachers

Fairfax County Public Schools
Department of Curriculum and Instruction
Fairfax, Virginia
Second Printing, August, 1969

SP007296

ED024113

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
EMORY W. CHESLEY
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

No part of this publication may be reproduced in any form without permission of the Department of Curriculum and Instruction, Fairfax County Public Schools.

Copyright © 1969

Department of Curriculum and Instruction, Fairfax County
Public Schools, Fairfax Virginia 22030

Second Printing

To the Kindergarten Teacher:

The kindergarten curriculum guide cooperatively developed by a number of committees, staff people, and consultants was designed to implement a program of kindergarten education and has been used for this purpose during the first year of the kindergarten operation, 1968-1969.

A second printing of this guide is being provided to furnish additional copies for new schools and new personnel. It continues exactly as originally drafted. Teachers using the guide which continues in tentative form are requested to add their own ideas, references, experiences to make it more useful for them.

This working guide planned primarily to provide guidelines for the kindergarten program will also serve as the basis for evaluation of specific instructional activities, materials and procedures. However, more definitive plans will be provided for this purpose. The teachers using this material will most nearly determine its ultimate shape and value.

Lawrence M. Watts
Division Superintendent
Fairfax County Public Schools

TABLE OF CONTENTS

Page
Letter of Transmittal iii

Foreword iv

Purposes of Kindergarten 1

Delineation of General Goals 2

Major Assumptions 4

The Five Year Old 5

Play - Its Function in the Kindergarten 6

Classroom Environment and Learning Centers 7

The Classroom Team 19

Plans for First Days of School 21

The Implementation of the Program 29

Program Areas . . . .

- Language Development 33
- Social Studies 89
- Mathematics and Science 145
- Expressive Arts 159
  - Music 160
  - Art 186
  - Dramatic Play 200
- Physical Development 207

Additional Information . . . .

- Helpful Suggestions for Kindergarten Teacher 221
- Home-School Relationships 224
- The Field Trip 225
- Use of Library 227
- List of Books for Children 228
- Evaluation 232
- Use of Workbench 233

Appendix . . . .
- Progress Report - Kindergarten 237

Bibliography 241

PURPOSES OF KINDERGARTEN

We believe the kindergarten should provide learning opportunities for the child of five which are appropriate to his stage of development, which are immediately satisfying to him and help him build foundations for the years ahead.

The general goals for the kindergarten child should include progress toward:

- language mastery
- social competency
- cognitive development
- creative thinking
- physical development.[1]

To achieve these goals the school must:

- provide a situation which has structure enough to give direction and limits, but is flexible enough to allow for freedom of movement and expression

- offer activities and materials suitable for achieving identified objectives

- accept all children with awareness of difference in rate of growth, needs and abilities

- use teaching methods and techniques which are open-ended and stimulate a variety of pupil responses

- encourage cooperation and communication between home and school.

---

[1] See "Delineation of General Goals" p. 2.

DELINEATION OF GENERAL GOALS

The general goals for the kindergarten child include progress toward:

Language Mastery

- In oral language
- In learning to identify letter symbols of alphabet
    - in visual discrimination in contrasting spelling patterns
    - in learning sound-symbol relationships
    - in handwriting progress - one's own name, simple words, sentences, stories
- In listening skills
    - attentional skills
    - auditory discrimination - contrasting patterns of sound

Social Competence

- Independence
    - ability to separate from family and home
    - ability to make choices and to work for periods of time without constant adult supervision
    - responsibility for one's clothing and use of instructional materials
- Sharing
    - ability to take turns
    - willingness to share scarce equipment
- Self-control
    - ability to learn rules of school social behavior
    - ability to accept occasional requests for silence, quiet or other behavioral needs
- Social Interaction
    - ability to work with small groups, without undue dominance, submission or aggression
    - ability to improve social skills of communication and behavior
- Discipline
    - ability to impose self-restraint, where required, for contribution to sound control

Cognitive Development

- Developing concepts of "same" - "different", as basis of classification and categorization, affirmation, negation

- Developing stable concepts of spatial, temporal and quantitative concepts

- Developing ability to represent aspects of the physical world with the use of physical objects, gradually leading toward use of pictorial and symbolic forms of representation

- Developing ability to expect and look for patterns in objects, events and ideas

- Developing ability to recognize patterns

- Developing ability to create alternative patterns. Patterns may be primarily patterns of color, shape, size, sounds, movement or form, or any combination of these

- Developing concepts of numerousity and of simple concepts of sets

Creative Thinking

- Developing ability to formulate concepts in terms of personal meaningfulness

- Developing ability to transfer concepts from a given context to a context of one's own choice and expression

- Developing ability to find form and expression for personal meaning, as in block construction, art forms, musical or dance forms, or in personally-devised patterns

Physical Development

- Developing gross muscle coordination, such as jumping, skipping and hopping

- Developing fine hand - eye coordinations, such as writing and cutting skills

- Developing skill in the technique of using certain instructional equipment, such as crayons, scissors, paint and paint brushes

- Improving physical skills basic in learning to read such as, laterality, the child's orientation in space and understanding of directionality.

MAJOR ASSUMPTIONS

The kindergarten curriculum is based on certain assumptions which are listed below.

Learning is developmental and continuous.

Play is a way of learning for the young child.

The child learns ways to deal with his environment by:

- manipulation
- exploration
- experimentation
- drawing conclusions
- social interaction.

Basic understandings in subject areas can be initiated with the kindergarten child.

The five year old:

- is developing concepts rapidly
- is an active determiner of what he will learn
- is struggling to establish a sense of self.

    Who am I?
    What am I?
    What am I worth?

The child has been exposed to a wide variety of information but needs help in sorting out, classifying and correcting misconceptions.

Each child acquires skills and understandings in keeping with his development through the teacher's planned program.

Close communication between home and school is essential.

THE FIVE YEAR OLD

Each five year old child is an individual, differing from all others in every aspect of development. Biological characteristics and cultural expectations cause behavioral differences between boys and girls. However, certain common characteristics are noted.

The five year old:

- is growing rapidly and is physically active
- is developing hand - eye coordination
- is curious and eager to learn
- needs ample attention from adults
- is still developing his native language
- is imaginative
- does not clearly distinguish fact from fantasy
- is egocentric
- needs sensory experiences through which he builds concepts
- has strong feelings but is growing in self control
- formulates plans and may need help to carry them to conclusion
- has limited ability to attend for long periods to tasks set by others
- has developed a value system.

PLAY -- ITS FUNCTION IN THE KINDERGARTEN

Play is one essential means of learning for the young child. It is his way of exploring and manipulating his own environment and testing his ideas. Play is also the vehicle through which the child communicates his feelings about himself and his world.

The function of play in the kindergarten is to help the child:

- acquire skills
- increase understandings
- gain knowledge
- relieve tension
- satisfy emotional needs
- make social contacts.

As the teacher observes the child at play she gains understanding of his feelings and the level of his development. Thus, she is able to plan activities which enable him to grow academically and socially.

Levels of play are dependent upon the social growth and development of the individual child. These levels are:

- solitary play - the young child does not know how to mingle with others nor does he need or want to do so

- parallel play - two children play side by side with no interaction

- associative play - play which is not always co-operative, but includes interaction

- co-operative play - children plan and work together, sharing ideas, materials and labor.

Play can be spontaneous or structured. In spontaneous play the child chooses his own theme. The direction may change often and does not necessarily conform to adult logic. He may be playing house and quite suddenly change to keeping store. There should be as little adult interference as possible so that the child will feel free to express his feelings. At times, the teacher may need to stop and/or redirect the play in order to keep it within bounds.

Structured play occurs when an adult intervenes and suggests topics or assigns roles. At times the skillful teacher, through questioning or other means, will lead the child to a higher level of play.

CLASSROOM ENVIRONMENT AND LEARNING CENTERS

The kindergarten classroom is a learning laboratory. Centers (and classroom areas with appropriate equipment and a variety of well selected materials) are used for activities to implement the curriculum.

As a child is given new materials, he follows a sequential pattern of manipulation. In most cases he will progress through the following stages:

1) Free manipulation takes place as the child explores the things he can do with the materials

2) Guided manipulation occurs when the teacher intervenes to help the child clarify concepts or develop ideas. The child may not have a product in mind or be able to verbalize what he is attempting to do with the materials

3) Representative manipulation takes place when the product is clear in the child's mind. He uses the material to carry out his plans and is able to talk about it.

The teacher should be aware of the stages listed above, and plan for the free manipulation of new materials prior to using the material in an instructional situation. Otherwise, the child may focus on the material itself rather than on what the teacher wants him to do with it. Through observations the teacher will note children who have had previous experience with the material and will offer guidance as indicated in the second stage.

When the child reaches the stage of representative manipulation the teacher must provide new materials which can be used to develop new ideas, concepts and products. Thus, the materials in the learning centers will change throughout the year, with some materials put away and others introduced. A balance should be maintained between familiar and new materials.

When working in the learning centers the child:

- exercises self discipline
- displays initiative
- satisfies his needs
- explores interests
- develops resourcefulness
- grows in social competence
- develops skills
- gains knowledge
- builds concepts
- recognizes and translates symbols.

Certain skills and understandings which may be developed in the centers are listed in the subject areas on pages 33 to 217.

The teacher and aide circulate among the groups observing, recording data and helping children as they work. Needs, interests and strengths are noted and form the basis for planning the next steps for instruction -- children are given short periods of direct instruction on a one to one basis in small groups.

Note to the Teacher

The number of centers available the first few weeks should be limited to three. These would probably be - library, art (including crayons and paper), a few simple puzzles, record player and records.

Some general guidelines which will facilitate the use of the learning centers are as follows:

- the number of centers in use at any one time is determined by space, the needs and interests of pupils and the teacher's plan for instruction
- centers are placed in an area best suited to that particular activity
- standards for working in each center are developed with the children and grow out of the situation
- materials should usually remain in the appropriate center
- materials and equipment are introduced, withdrawn, modified and reintroduced throughout the year
- a limited amount of equipment or materials should be available for use at any one time
- materials not being used should be stored
- pupils, called from a task, should be able to return and find it undisturbed
- the number of children working in a center should be limited according to the space and activity
- each child puts away the materials he has been using when he finishes working; putting materials away is important to the child's learning of pattern, order and good work habits.

There are certain work centers recommended for the kindergarten classroom. A listing of these centers, the materials, desirable outcomes and suggestions for use appear on the following pages.

LEARNING CENTERS

CENTER	MATERIALS
Housekeeping	Stove, sink, refrigerator, cupboard, table and chairs, baby bed, baby carriage, mirror, dishes, pots and pans, housekeeping tools, dress up clothes, play dough
*Library	picture books easy to read books rocking chairs rug
Art	easels *paints *brushes *clay *crayons scrap box *paper finger paint *smocks *paste *scissors *pencils sponges
* Should be available at all times.	*Should be available at all times.

LEARNING CENTERS

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Develops the concept of one to one correspondence. Encourages language development. Extends understanding of roles. Expresses ideas and feelings. Accepts ideas of others and relates those to his own. Facilitates the progression of play from one level to another.	This center will be fairly permanent. Clay and water cause the housekeeping tools to deteriorate. Use play dough and water within limits set by teacher and pupils.
Gains pleasure from blocks. Learns to handle books properly. Begins to develop acceptable library behavior. Reads pictures and symbols. Discusses books with others.	Place in a well lighted, quiet area. The books are attractively displayed and changed frequently. The child may need help in handling a book properly. Each child should have clean hands when he goes to the library area.
Expresses his individual creativity. Recognizes color. Discovers that overlapping colors in painting produce color variations. Explores the use of various media.	Counter tops provide good painting space. This center should be placed near the sink. Clay, finger paint and the scrap box are introduced one at a time and then placed in the center. Some materials may be withdrawn when others are brought out. Paper on the floor under the easel protects the floor. Five or six smocks are a sufficient number to be in use at any given time. Sponges are used for cleaning purposes.

LEARNING CENTERS

CENTER	MATERIALS
Listening	earphones tape recorder records record player books to accompany records, whenever possible rug
Blocks	unit blocks block accessories a rug

LEARNING CENTERS

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Develops attentional skills. Becomes selective in choice of materials. Makes some personal choice in music.	The listening center should be located in as quiet an area as possible. A rug on the floor in this center is helpful. Children may sit or lie on the rug as they listen. Earphones should be kept off the floor and cleaned frequently. Children choose material they wish to use. Material is changed often.
Develops understanding of quantitative relationships. Develops skill in planning activities. Provides opportunities for leadership. Shares ideas and materials. Discriminates in sizes and shapes. Develops the concepts of weight, height and balance. Develops basic ideas of construction. Increases skill in construction. Improves manipulative skills. Acquires problem solving techniques. Practicies safety measures.	A rug absorbs much of the unavoidable noise of block play. Blocks are stored according to size and shape. Blocks are put away as they are taken down.

LEARNING CENTERS

CENTER	MATERIALS
Sand table	sand table sand plastic containers for sand brush and dust pan plastic covering for floor under the table funnel sieve plastic sprinkling can containers for measuring
Water play	water table
Manipulation	tableblocks counting cubes lacing shoes beads dominoes pegboard and pegs Lincoln logs tinker toys Geo-stix

LEARNING CENTERS

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Measures quantities. Reconstructs work-a-day world (tunnels, bridges, roads) Discovers certain physical phenomena (erosion, land forms, seepage, texture, properties of sand) Represents physical space with physical objects.	Discuss the importance of keeping the sand in the sand box. Much discussion of the proper use of the sand table is required throughout the time it is in use. Limit the participants to not more than three, preferably two. Keep sand damp so that it can be molded and shaped. Children should help drain the sand from the box. Keep a pail of water near the sand table so that children can rinse hands when they finish playing. Each child learns to be responsible.
Receives certain sensory impressions. Measures liquids. Identifies objects that float those that do not. Understands certain properties of water.	Place table near the sink. Have at least two large sponges and paper towels near at hand. Drain or siphon the water from the table frequently. Children should help do this. Helpful for some children needing sensory experience. Time limited for most children to develop concepts of measuring, etc.
Develops ideas of pattern and order. Compares and categorizes according to color, size and shape. Develops eye-hand coordination and motor skills. Sees the relationship of parts to the whole.	These materials are used at the table in the center or on the floor nearby. The number of materials available for use at one time should be controlled by the needs and interest of the group.

LEARNING CENTERS

CENTER	MATERIALS
Manipulation (Cont.)	Parquetry blocks puzzles lotto games sequence boards teacher-made materials coordination boards
Woodworking	workbench saw nails scraps of soft wood hammer dowel sticks brace, or bit screws sand paper screw driver

LEARNING CENTERS

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Learns the idea that he can make useful objects. Sees raw materials transferred into a product. Produces something that is real to him.	This center is placed in the classroom during the second semester. Choose an area that is free from other activities and large enough to accomodate all necessary materials. Materials should be easily accessible to the center. Children are given explicit safety rules along with discussion of each tool and its use. Two children work in this center at one time. Constant supervision is desirable. This guidance may be relaxed somewhat as the children learn to handle the tools safely.

THE CLASSROOM TEAM

The kindergarten teacher will be one of a team of professional and para-professional personnel involved in the education of the five year old. The teacher and aide form the classroom team. The quality of team work between these two is reflected in the child's educational program.

The adults who work most successfully in the kindergarten:

- enjoy working with young children
- practice infinite patience
- exhibit sensitivity to feelings, needs and levels of performance, with or without communication, on the part of the child
- can function comfortably and appropriately in a constantly changing situation.

The quality of the teamwork depends upon:

- mutual respect and support
- establishment and maintenance of good communication
- understanding the role of each.

Duties of the Kindergarten Aide

The aide works within a framework of established duties and responsibilities. Other duties and responsibilities will evolve and may vary in specific situations.

The professional ethics which apply to the teacher apply to the aide, also. These include not divulging confidential information and not discussing the children with non-school personnel.

Some suggested duties of the aide are:

- instructional support
    - supervising work centers
    - spotting trouble situations and learning when to intercede
    - being available to talk with and listen to children
    - helping supervise art, music and physical education activities
    - reading, telling and discussing stories with children
    - leading and participating in discussion with small groups
    - putting child's name on paper if he cannot do so himself
    - recording stories children dictate
    - helping prepare bulletin boards
    - recording work-play observations

- clerical support
  - taking attendance
  - collecting snack money
  - recording personal data on records
  - duplicating notices to parents
  - filing work in children's folders

- management and housekeeping support
  - being responsible for the preparation of the snack
  - supervising the cloak room, bathroom, fountain and sink
  - helping arrange and change interest centers
  - checking ventilation and lighting
  - helping to keep the room neat, clean and attractive

- material and equipment support
  - setting up and operating audio-visual equipment
  - mixing paint
  - getting materials from the library.

PLANS FOR FIRST DAYS OF SCHOOL

The teacher should give consideration to the following things in getting ready for the first days of school:

- Identify the room by a large colorful symbol outside of classroom
- Establish system coordinating name tag symbol and symbol on hook for hanging coat
- Establish a limited number of centers (See page 7.)
    - . centers should absolutely be clear to anyone entering the room
    - . it is important that not too many materials be available during the first days of school
    - . a room that is cluttered can be perceptually confusing
- Limit bulletin board displays
- Survey the library and choose books for room
    - . assess recordings and filmstrips
    - . check instructional resources mentioned in guide with those available
- Examine children's pre-registration records noting physical defects
- Plan with your principal and write a short newsletter to be handed to each parent the first day which:
    - . identifies place for parents' coffee and gives reason for coffee time
    - . identifies principal, teacher and aide
    - . explains classroom physical set-up
    - . lists some materials parents can contribute (buttons for classifications, old shirts for paint smocks)
    - . explains the necessity for children to be dressed for work and play on the floor
    - . suggests if child has difficulty leaving mother, let father bring him to school
        - .. assume your child is ready to leave his parent

    - .. let child come to school relaxed - don't pressure him
    - .. give explanation of snack

- Plan with your aide, determining specific responsibilities for the first days of school

- Plan, and write out play activities for the first day

- Plan, in a general way, the first two weeks of school
  - . materials to be introduced and how (do this slowly)
  - . make flexible plans, include observation and assessment of children; include extra activities

- Study Kindergarten Instruction, A Guide for Teachers for overview of total program

- Assume children are ready to leave their parents

- Select with the principal a place away from the kindergarten area to serve coffee to parents. Some parents may want or need to stay in order to reassure the child in the new environment. The aide should take any child who needs reassurance to the parent rather than having the parent come to the classroom. A short visit with the mother should enable the child to return to the classroom with the aide.

- Children who are ill or show evidences of anxiety may go home early.

- Limit the number of centers and the material in each. (Since the five-year-old often has difficulty in making choices, too much material is distracting and confusing. Hyperactivity may result.)

- Centers that may be used at the beginning include the library, manipulative materials and art, using only paper and crayons.

- Teacher and aide should take a break at alternate periods, i.e., the aide in the morning and the teacher in the afternoon. (no breaks should occur during snack time.)

- Rest period for the total group is not advocated. A child should be free to rest at any time during the day.

- Since the room contains a bathroom and a drinking fountain, scheduled times are not necessary. Reminders should be given periodically during the day for the first few weeks.

Suggested Plan

8:30 -- Teacher meets children at door and helps them put on a name tag. The aide shows the children where to sit on the floor or at tables. If a child wants to wander around and look at the materials, he should be allowed to do so.

When all are present, divide the group between teacher and aide. Show the children around the classroom.

- Bathroom - location and proper use
- Coat room - locate hooks
- Learning centers - discuss each briefly

Gather children close to you as a group, observing their ability to follow direction and to participate in this type of situation. Many children at this age are physically active and unable to participate in group discussion. Allow the child who needs to wander to do so, only requiring that he not distract the rest of the group. The aide can help in this situation.

Have the children discuss what they saw in the room and what they would like to do. Some children may need help in selecting an activity.

Work Period

Most children will be engaged in a self-selected activity. The teacher and aide circulate among the children observing their reaction with their peer group, the way they handle the materials, the materials selected, and their interest in the activity.

Gather the group to talk about the work period. During the discussion, orient them further to the room environment, beginning to develop some standards. TAKE NOTHING FOR GRANTED. Emphasize the child's responsibility for replacing the material he uses in its proper place.

Help children clean up and put away materials. At this time of year, the children will need a great deal of help in putting the room in order. The proper location of these materials should be easy for the child to identify.

Children are excused in groups of not more than five to wash hands for snack. They may be excused by colors they are wearing, types of shoes, or other distinguishing factors. Show them where to wash, how to get the soap from the dispenser, and how to use the paper towel. The teacher or aide should demonstrate this carefully.

During this time, the aide brings the snack from the cafeteria to the classroom. Immediately after the snack is over, she returns empty milk containers or other left-overs to the cafeteria.

10:10 -- Snack Time

All children should be seated at the table for the snack. The snack time is not just a period to eat food, but it is a time when learning to converse in a small group can be facilitated. It is suggested that the teacher and aide sit at separate tables during this time to encourage conversation. Not all children will want to eat at this time. In this case, the child may sit at a table and talk with the other children. If not, he may go to the library area or manipulative materials and choose a book, puzzle, or other material.

As each child finishes his snack, he cleans his part of the table and puts his milk carton and napkin in designated places. Then he may go to the story corner where the teacher may read a poem or he may look at a book. This is a means of gathering the children together.

Outdoor Activity

10:30 Orient children to the proper way of going from the classroom to the playground. During these first days, children should be allowed to run and play as they choose for about 10 minutes within a designated area. No organized games should be attempted at this time. The teacher and aide observe the children in physical activity. Acquaint the children with the apparatus outdoors. Go over standards for safe play. A child may demonstrate the safe way to use a slide or swing.

Orient children to proper way of returning to the classroom. Children gather around the teacher to enter the building. Aide can lead the way into the building and room with the teacher following. It is important not to let the group scatter too much. Stress staying together.

Children enter the room and take seats at the tables or on the floor. Talk briefly about the outdoor activity.

Music Time

Sing familiar songs. Catchy, short songs with simple actions should be used.

Story Time

Many five-year-olds cannot attend or listen for a long period of time. Stories should be brief, and the book should be held so that all children can see the pictures. Telling the story is much more effective than reading it. If you find that reading the book is too distracting, close it and tell the story yourself.

Planning Time

Talk about what we will do tomorrow.
Teacher reviews what has happened today.
Review standards for going out of the building.
Discuss going home - either walking or by bus. Bring in safety factors.

11:30 -- Dismiss children

Lunch for teacher and aide. Classroom cleaned by custodian.

12:00 -- Preparation for afternoon group

The first weeks of school are spent in establishing room standards, reviewing school standards already established. Children will become familiar with the peer group and introduced new equipment.

Variety in activities can be introduced through songs and stories. The first two to three weeks of school are spent in laying the groundwork for the entire program. Too much haste during this period will weaken the program and cause discipline problems.

THE IMPLEMENTATION OF THE PROGRAM

PROGRAM AREAS

LANGUAGE ARTS
SOCIAL STUDIES
MATHEMATICS AND SCIENCE
EXPRESSIVE ARTS
PHYSICAL DEVELOPMENT

THE IMPLEMENTATION OF THE PROGRAM

Kindergarten is the beginning of a planned program in the social studies, language arts, mathematics, science, motor development, music and art. Of these, we teach what the five year old can comprehend in a manner that is appropriate for him.

The very nature of the five year old child demands a free, informal, friendly, and learning atmosphere. This requires the teacher to manipulate time, space and materials so that his plans for the child's learning can be carried out within the objectives of the kindergarten program.

The teacher must have clearly defined long range goals as well as specific daily objectives. Although objectives grow out of subject matter areas, such as language arts and science, they are implemented in an integrated program where multiple learnings take place.

The degree of mastery of the skills listed in each subject area under the program section will vary for each child. This variance will be dependent on many factors such as:

- background of experience
- motor development
- age
- language development
- physical condition
- mental maturity
- social adjustment.

The limited number of suggested activities for each subject area are designed to show possible ways to develop a concept or skill. The teacher will use additional activities which will help the child progress from simple to more complex skills.

The sampling of instructional aids listed identifies certain appropriate materials which should be used. This list should be extended as new materials become available.

LANGUAGE DEVELOPMENT

Language is the child's most important tool for communication. Oral language permeates all areas of learning throughout the day and provides the basis for writing and reading. Many experiences which focus on the development of oral language must be a part of the daily curriculum.

Each child brings a language which must be accepted by the teacher and used as the base for further development. For many children, formal instruction in reading and writing is not suitable at this time. For these, experiences which build language skills will be emphasized, including some instruction in analyzing the basic structure of words which is a pre-requisite to phonetics. Certain children may be reading or ready to read as they enter school. In these cases individual instruction will be provided.

All children will have many opportunities to explore books - looking at picture books, listening to stories and becoming acquainted with literature. However, the development of oral language is the primary goal of the kindergarten.

Handwriting

Formal instruction in handwriting will not be stressed in the kindergarten. Many children will want to print their names, label paintings and other possessions. As children exhibit a readiness for writing, the teacher will instruct them in small groups using Adventures In Handwriting - The Peterson Directed Handwriting Program. The teacher's edition for grade one outlines the procedures and presents the correct manuscript forms. A pencil of ordinary size is used with ruled paper. The Peterson alphabet cards should be displayed in the classroom.

LANGUAGE DEVELOPMENT

UNDERSTANDINGS (These are understandings which the teacher will help the children develop but not necessarily verbalize.)	BEHAVIORAL OBJECTIVES (These objectives are written in behavioral terms and can be evaluated.)
Oral language helps us to understand the ideas, meanings and feelings of others and helps us to communicate our own.	Enters into informal conversation freely and easily Speaks clearly and pronounces words correctly Participates in group discussions

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES

NOTE

The teacher sets the stage for oral language experiences as she greets the children in the morning, encourages their responses and provides an example for free and easy conversation. The teacher should observe the children closely to see that all are involved in conversation during the day. The learning centers provide a setting for this activity.

Notes should be made concerning those who seem to have limited experiences, inaccurate concepts, and inability to express thoughts. These observations aid in planning for individual help.

Give directions beginning with simple and proceding to more complicated ones. Example: one step - go to the door, sit down, stand up
two steps - go to the door and knock three times; sit down, and pick up a crayon; stand up and go to the door
three steps - go to the door, knock three times and open the door; sit down, pick up a crayon and make a mark on the paper; stand up, go to the door and open it.

Note:
Move from the simple to more complex directions as quickly as the child is able.

Discuss and plan activities for the day and help children to arrive at simple decisions.

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Refrains from interrupting
	Asks related and pertinent questions
	Shows respect for other's ideas
	Increases the length of time he can listen to discussions or stories
	Relates experiences and gives information using a logical sequence of ideas
	Interprets orally the actions of others in real situations or in pictures

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Plan a time when children may share experiences and information with a small group. Each child participates as a listener and a speaker.	
Encourage children to question things which they do not understand.	
Play games. Guess Who I Am? Guess What I Have?	
Make plans for a trip, a party or cooperative play.	
Discuss simple problems or topics of interest, encouraging children to keep to the topic under discussion.	
Discuss care of materials and equipment.	
Discuss health and safety procedures.	Filmstrips: How To Catch A Cold Safety On The Bus
Select a picture containing a simple idea. Through questioning, help the child: tell what is happening describe the characters interpret possible feelings tell what might have happened before and after.	
Select pictures that tell a familiar story and arrange them in sequence. Example: nursery rhymes	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Speaks in complete sentences when appropriate
	Uses a variety of sentence patterns in questions and statements
	Recognizes differences in meaning as conveyed through voice inflection
	Recognizes and uses differences in meaning as conveyed through syntax
	Uses appropriate oral language to express characterization, narration, ideas and feelings

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCECURES	INSTRUCTIONAL RESOURCES
Plan how to make butter and list the directions in sequence.	Sound Filmstrip: The Story of Cinderella Encyclopaedia Britannica Press, 1967.
Use See-Quee boards in arranging logical sequence.	
Retell a story giving ideas in sequence.	
Discuss experiences or actions in light of what happened first, next and last.	
Give the child many opportunities to think and speak before a group. Example: Hold up object and ask questions about it. Complete the sentence "I went..."	
Listen to tapes, records and stories to identify feelings of speakers. Make tapes.	
Dramatize and assume roles in playing out experiences, stories and nursery rhymes.	
Plan a puppet show. Give the timid child a chance to "get behind" his character.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Uses an increasing number of words correctly

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Act out situations: keeping house playing store.	
Converse on toy telephones.	
"Pretend" television show. Construct a T.V. set from a large box.	
Use choral speaking and short creative skits.	
Begin an imaginary story and let the children finish it.	
Manipulate the tone and pitch of one's voice to show feelings such as pleasure, crossness and sadness.	Filmstrips: Tresselt, Alvin *Raindrops Splash* Lothrop, Lee and Shepherd Co.
Stress certain words to change meaning. For example: He is *going*. He *is* going. *He* is going.	Lensky, Lois *I Like Winter*. Henry Z. Walck
Plan excursions around the school library, office, cafeteria and furnace room. Discuss what was seen and use new words to enlarge vocabulary.	

NOTE

The teacher should introduce new words and recognize a child's use of new words.

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Uses words that sound alike but have different meanings appropriately
	Increases preciseness in the use of words
	Clarifies concepts through oral language

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Take trips around the school yard and out into the community to extend learnings and build vocabulary. Vary the purpose for the walk. "Today we will look for: colors - anything red shapes - round things sizes - big or little things animals or plants."	Filmstrips: Discovering Life Around Us "A Visit to a Garden" "A Visit to a Pond" "A Visit to a Farm" "A Visit to the Seashore" "A Visit to the Woods" Encyclopaedia Britannica Press, 1967. Sound Filmstrips: Transportation: "The Airport: What You'd See There" "The Railroad Terminal: What You'd See There" "The Truck and Bus Terminal: What You'd See There" Bailey Filmstrips, 1968.
Invite resource personnel to talk to children - policeman fireman cook nurse.	Brown, Margaret Rose. The Winter Noisy Book. Harper Row. Keats, Ezra. The Snowy Day. Viking Press. Films: Spring Comes to the Pond Beaver Valley Bear Country Available from the Media Center
Bring real objects into the classroom - fruits, vegetables for observation and discussion.	Record: Using Our Senses Educational Developmental Laboratories, 1968.
Show filmstrips and films to extend and clarify meanings to add new words to their vocabularies.	
Make murals and models to contrast learnings - city and farm.	Filmstrips: Cows Don't Say Moo. Coronet Exploring City Sounds. Coronet

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
(Continued)	
Objects, pictorial representation and written symbols represent ideas, information and feelings which people express orally.	Uses a variety of words to describe concrete objects
	Describe a picture - (developed in sequence of steps) Names objects Describes the object Describes the action Uses words to denote spatical relationships

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Arrange collections for "sense centers" such as for taste, feel, hear, see, smell. Discuss and use describing words.	
Make a collection of foods. Classify them according to their characteristics. Example: sweet or sour hard or soft rough or smooth	
Make a collection of objects - glass, brick, rock, wood, furry toy rabbit, etc. - Ask children to describe how the object feels.	
Make a collection of buttons. Blindfold the child and have him match the pairs by feeling them.	
Look at a picture. Tell what you see. For example: The dog.	
Look at the picture. Tell what the dog looks like. For example: The dog is brown.	
Ask questions about the picture to elicit location such as "Where is the dog?" For example: The dog is running to the house.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Makes comparisons
	Uses a sequence of ideas
	Predicts outcomes, makes inferences and draws conclusions
	Expresses curiosity about his environment including written symbols

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Develop the ideas of on and under; in and out; top, middle and bottom; in front of and behind by: giving oral directions. Put the block on the middle shelf. Stand behind Tom. Put the car under the desk. describing the position of objects in a picture.	
Compare people, objects or pictures to develop the ideas of bigger or smaller than; more or less than, younger or older than.	
Look at a picture. Tell what is happening and what might happen next.	
Use a series of pictures. Tell a story and put pictures in sequence.	Record: "Recognizing Sequence" Educational Developmental Laboratories, 1968.
Use a picture to help children predict logical conclusions. Ask such questions as "What do you think will happen next?"	
Help a child become aware that he can "read" his environment.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
"Read" how people feel by observing: facial expressions gestures body posture and movement.	Books: The Kinder Owls. Holt, Rhinehart, Winston. The Young Owls. Holt, Rhinehart, Winston. Clifford, Eth. Your Face Is A Picture.
Talk about: the time of the day the dark of the evening the colors of the sunset the brightness of morning.	
"Read" picture books which have no written text.	
Take a trip about the school building. Point out and explain labels: Exit Principal Office Library Girls Boys	
Write labels and place at specific places in the room to indicate location of materials and equipment.	
Use signs to designate certain centers such as library and listening center.	
Place captions under pictures or charts mounted on the bulletin board.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Dictates labels, phrases, sentences and stories to be recorded
A relationship exists between sounds and symbols.	Hears likenesses and differences in sounds Gross sounds Imitates certain sounds

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Make charts for plans, committees, rules and directions to follow in pursuing various classroom activities.	
Create suspense with a "surprise sentence" on the chalkboard or bulletin board. It may be a simple, exciting direction, a coming event or a surprise. Examples: See our new books. Guess who's coming to see us? We will go on a trip today. Johnny has a new baby brother.	
Write each child's name on a chart to be on display and to be used in various activities. Refer to this frequently and encourage children to use it.	
Let a child label an object or a picture. As the child becomes more fluent in story telling, he may dictate a phrase or a sentence to be put under his picture. Some children will dictate several sentences.	
Identify sounds animals make: dog barking cat meowing duck quacking rooster crowing. Let children imitate the sound. Vary this activity by having child imitate a sound and others guess what it is.	Records: Sounds Around Us. Part II Scott Foresman Muffin in the Country. YPR 603 Books: Brown, Margaret W. Indoor Noisy Book. Harper Row Brown, Margaret W. The Country Noisy Book. Harper Row

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Identifies the source of a sound by pointing, describing or dramatizing

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Identify sounds heard around the house such as: sawing hammering sweeping water running vacuum cleaner door bell.	Record: *Sounds Around Us*, Part I Scott Foresman Book: Showers, Paul. *The Listening Walk*.
Dramatize some neighborhood sounds. Have others guess what they are.	
Identify sounds in the classroom. Close your eyes and tell what you hear - clapping hands winding a clock walking across the floor opening the window tapping with a pencil ringing a bell sharpening a pencil. Tape many kinds of sounds for child to identify in the listening center.	Book: McCall, Adeline. *This Is Music*. Allyn and Bacon. "The Sounds of Words" p. 54-59.
Listen to sounds outside. Tape and play back. Examples: birds singing automobile horns children playing wind blowing airplane noise.	
Collect various articles which make sounds and put them into a "sound box." Close eyes, select a noise maker, identify it.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Reproduces sounds
	Classifies sounds
	Compares sounds
	Contrasts sounds
Language which can be orally expressed may be recorded in written symbols that can be read.	Interprets certain written symbols through actions

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Play a game of "Echo" by tapping rhythms and reproduce the rhythm, such as: tap, tap, tap, tap, tap - tap, tap - tap, tap, tap - tap - tap	McCall, Adeline. This Is Music. Allyn and Bacon. "Answer Back Songs" p. 46 - 51.
Gather objects which produce sounds. Examples: bell dried beans in a can drum two wooden blocks triangle. Teacher produces three sounds in sequence. A child reproduces the same sequence of sounds.	
Use previously taped sounds or records. Play parts of each. Classify sounds as indoor or outdoor sounds, animal sounds, sounds in the home or sounds in the country.	
Sing the song - "Song of the Bells." Ginn Music Book. Talk about sound made by big bells and little bells (develop ideas of loud, soft; high, low; near, far away)	Wersen, Louis and others. The Magic of Music, Kindergarten and Nursery Book. New York, New York: Ginn and Company, 1965.
Play chords on piano to illustrate loud and soft, high and low.	Petto, Lilla Belle and others. Our Singing World, Kindergarten and Nursery Book. New York, New York: Ginn and Company, 1957.
Alert the children to signs they see everyday and encourage correct responses to the signs. For example: Stop, Go, In, Out, Boys, Girls.	
Put action words on cards.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Writes some words by putting letters in proper sequence
	Follows left to right sequence in reading and writing

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Have the children interpret the words with correct actions. Example: stand jump run sit	
Have words written on cards in duplicate - Match the word cards.	
Match individual letters with the letters in a word. Example: Have word "Dog" on a card. Have letters D-O-G written on individual cards. The child matches the letter cards with the letters on the word card.	
In decoding the word "dog" the child pronounces each letter in sequence as it is written.	
Have the child arrange a group of objects in a line from left to right. For example: Teacher may say, "Put your finger on the star. The star is first, what comes next? What is last?"	
Cross out the day on the calendar. (from left to right)	
Cut out pictures of cars, bicycles (that point clearly to left or right). Pupils can arrange one row of pictures that face the same way.	
Use some rhythm instruments to contrast loud and soft sounds.	
March to music, walking with a heavy step when the music is loud, tip-toeing when the music is soft.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Final Sounds Identifies words that rhyme

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Listen to records of diverse types of music. Is it fast or slow, loud or soft, or high or low?	
Read many nursery rhymes stressing the words that rhyme as in "High, Diddle, Diddle - diddle and fiddle; moon and spoon.	Records: Mother Goose Rhymes - Vol. I "Recognizing Rhyming"
Talk about rhyme. Listen to tapes and records. What words sound alike at the end? As the rhymes are heard, encourage the children to join in saying them.	
Play "Clapping Game."Listen to pairs of words, some of which rhyme and some which do not rhyme. Clap your hands when you hear a pair of words that rhyme. Can be reversed - clap when you hear a word that does not rhyme.	
Play "Stand Up." Teacher says, "Will the person whose name rhymes with 'Cob' (Bob) stand up?" "Will the person wearing a color that rhymes with 'bean' (green) stand up." Continue until all children have responded.	
Dramatize rhymes.	
Collect objects. Pick out two and later three objects which rhyme.	
Use pictures in a similar activity.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Supplies rhyming words
	Identifies words that do not rhyme but do have the same final consonant sound

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
"Listen and Tell" - Teacher reads a couplet. Listen and tell which words rhyme: "In the land of ice and snow Lives a little Eskimo."	
Have a child pick from a tray of objects or pictures something that rhymes with the word you say.	
Play the "Riddle Game." "I am thinking of a word that rhymes with boat. It is an animal. It gives milk. What is it?" (goat)	
Read "Johnny Crow's Garden" - Leslie Brooke. Read some of the couplets. This time stop before each rhyming word and let children supply the word.	
Say a couplet omitting the second rhyming word. Let the children supply it. Jack and Jill Went up the ______	
Make up simple two line rhymes.	
Make a "treasure box " of objects that end with a variety of sounds. Include several that end with the same sound. "Discover" the objects that end with the same sound. Classify these as to ending sounds.	
Locate and sort pictures of things that end with the same sound.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Initial sounds Identifies words that begin with the same sound

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Play game "I am thinking." Say "I am thinking of someone here whose name begins like 'dig.'" (Don) Proceed this way until each child has had his name identified by beginning sound.	
Listen to three words. Teacher will say three words, two of which begin with the same sound. Listen and clap your hands when you hear two words which begin alike. Vary by having them clap for the one which begins with a different sound.	
Place a number of objects on a tray - button, ball, boat, ship, scissors, etc. The child sorts out the objects and puts those that begin like "Sam" in another place.	
Use a series of three pictures. Name one of the pictures. Put a marker on the other picture in the series that begins like the one named.	
Mount pictures of objects using three in a set. Pick out the one that doesn't begin with the same sound as the others.	
Give a set of four picture cards to each child. Put four picture cards across the top of the pocket chart such as: ball - dog - mouse - goat. Ask each child to pick one of his cards, say the word and put it under the one in the pocket chart which begins with the same sound.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Supplies words that begin with an identified sound
	Sees likeness and differences in objects, pictures and words color, size and shape
	Identifies and names colors

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Cut out pictures of objects which begin with certain initial consonants and paste on 3 x 5 cards, include four for each consonant. Then: Sort into packs, cards beginning with same sound. Play card game. Two or more children pass out six cards to each player. Other cards are left in a pile from which to draw. Object of game is to acquire as many packs as possible beginning with the same sound. Each child draws a card and discards one. When he has four cards beginning with the same sound, he has a book. This is placed on table in front of him. When the pile has all been drawn from, turn the discard pile over and start again. Continue until all cards have been drawn or a player has no more cards.	Decals may be put on squares of tagboard for card game.
Say a word beginning with a certain consonant sound. Children will respond with a word beginning with the same initial sound.	
Say two words beginning with the same sound. Children will listen and respond with a word beginning with the same initial sound.	
Color is a dynamic force in our lives. By calling attention to colors in the room help the children to become color conscious. Take a "red walk" around the school - (a walk looking for things that are red) - Introduce other colors.	
Display colored sheets of papers. Match smaller pieces of colored paper, crayons, colored blocks and buttons with the larger sheets of colored paper.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Discriminated between likenesses and differences in colors

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Hold up a colored piece of paper or object. "What color is this? Who is wearing this color?" (show a colored object)	
Make a traffic light to illustrate.	
Play the game "Lollipop." Make lollipops out of sticks and paper. Put them on the floor. Children sit in a circle on the floor facing the lollipops. A skipper goes around the circle and stops behind a child and asks "What color do you want to buy?" The child names a color, the skipper picks up the lollipop. If he chooses the correct color, the children clap and another child becomes the skipper.	Poem: Rossetti, Christina What Is Pink?
Give each child a colored block. Find as many objects in the room as possible of the same color.	
Set up a color table. Put a piece of colored paper on the table. Children will bring objects of that color and place on the table. Change to a different color at the appropriate time.	
Make three cards with blue stars, red circles and yellow squares. Match cards.	
Set up several color boxes. Have tray of colored objects and pictures. Put the objects or pictures in the matched color boxes.	
Take advantage of opportunities to call attention to colors.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Makes comparisons in size

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Assemble three different sizes of books, balls or boats. Place each group of objects on separate trays. Ask a child to select the smallest ball and place it on the table. Then ask for the next larger ball and put it by the smallest. Then ask that the biggest ball be put by the middle sized ball. Use the same procedure with each group of objects. Help the child make sentences such as: This is a big ball. This one is bigger. This one is the biggest. Vary the above activity by using objects of different lengths. Cut out strips of paper of graduated sizes and/or lengths. Put them on a flannel board in order of size. Have child paste strips of paper of graduated sizes on construction paper in order of size. Draw pictures to illustrate size, big, bigger. Provide many activities that give practice in ordering objects according to size. Use puzzles. First put out one with pieces that are large and have a shape of their own, such as a house puzzle with windows and doors for pieces. Work toward using more complicated puzzles.	Books: Krasilovsky The Very Little Girl Miller Big Frogs, Little Frogs Beim The Smallest Boy in the Class Schnieder How Big Is Big?

LANGUAGE DEVELOPMENT

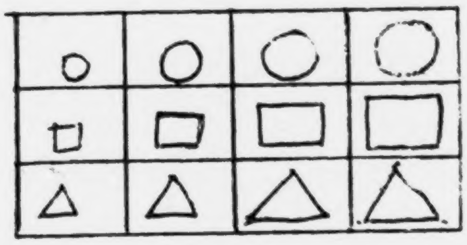
UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Identifies and names geometric shapes
	Discriminates likenesses and difference geometric shapes

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Mount a series of three pictures of related but not identical objects - bracelet, ring, necklace. Arrange each series of pictures on the table or in a card holder according to size of the object - biggest to smallest or smallest to biggest.	
Cut out a series of circles, squares, rectangles and triangles of same size for each child. Match the shapes.	
Cut out several circles, squares, rectangles and triangles for each child. (Have frame for each shape.) Have each child match the shapes with the frames.	
Discuss the properties of each of the shapes and associate the name with the shape.	
Use yarn to form the shapes on pegboards. Help the child to see that the edge determines the shape.	Books: Sullivan Round As a Pancake
Find each shape in objects around the room. The child tells about its properties and names it.	Bidney A Kiss Is Round
Create riddles for each shape.	Borten Do You See What I See?
Make the shapes.	
Give the child a box of beads, pegs and other shaped objects. Classify by shapes and sizes.	
Make a checkerboard of tag-board. Paste or draw circles in graduated sizes in the first row, squares next, triangles next, and rectangles next. An envelope	

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Pictures Identifies from a set the picture with obvious difference

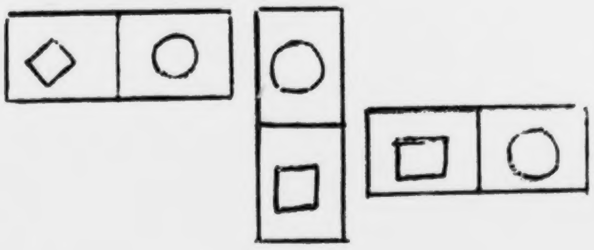
SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES

clipped to the back of the board should contain identical pieces. Match these pieces with the ones on the board.



Cut out and mount pictures of individual objects or figures of different sizes and shapes. Match them as to all those alike and/or ones that are different.

A game like dominoes can be made on 3 x 5 cards using an assortment of small pictures or stickers. Paste different pictures at either end of each card. Play the game by arranging the dominoes in a row, placing next to the right picture one card with the matching picture, etc.



Display a set of three pictures, two of which are the same and the other entirely different. Select the one which is different.

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Finds and explains the difference in detail
	Words Identifies the letters of the alphabet by name
	Recognizes his own name

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Display a set of three pictures showing the same object. One of the objects has a part missing. Ask the child to look carefully to see what is missing. Display a set of three pictures, one with some internal detail missing. Ask the child to determine what is missing. Prepare two series of cards with capital letters. Match the like letters.	
Use plastic or wooden capital letters for manipulation. Hold up a letter card and give its name. Call on children to match the letter and say its name. Repeat this procedure for different letters.	
Ask for a certain letter card by name.	
Repeat the above procedure for teaching small letters.	
Make a name tag for each child to wear the first days of school.	
Hold up name card to call roll. Example. Teacher calls name as she holds card. Later teacher only holds up the name card.	
Use name cards for jobs to be done.	
Put child's name card under his picture displayed on the bulletin board and on exhibits.	

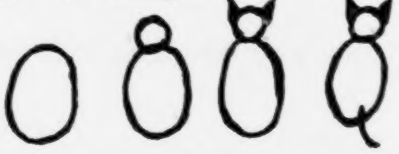
LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Recognizes likenesses and differences in words by configuration
	Associates the sound of a letter with a symbol

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Display a picture of a city skyline. The children can reproduce the skyline form by using blocks.	
Use varied lengths of paper strips. The teacher will make an array of these on a flannel board. Children observe this for a period of time. Removes the array and asks a child to reproduce it.	
Use same technique for the peg boards, the chalk boards or with table blocks.	
Write a few words on a chart. These words are duplicated on small cards.	
Use a set of three word cards. The child selects the two that are alike, or he can select the one that is different.	
Write each letter of the alphabet on a card. Put three or four of them in a pocket chart, on chalk rail or flannel board. Call on a child to say his name and find the letter with which his name begins. Continue adding letter cards until each child has associated the beginning letter of his name with the appropriate symbol.	
Repeat above activities using pictures.	

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Writes the letter symbol associted with the sound
	Reads his own name, captions and simple sentences
Poems, stories and books extend experiences.	Demonstrates an interest in books

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Group all the children's names that begin with the same sound. Discuss the letter, its name and how it is made. Teacher will then make the letter on the board. Children make it in the air. Finally, let each write the letter on the board. Continue until all names are used.	
Have the children, who are ready, reproduce the letters on paper.	
Put "add on" pictures on the board. Put first picture on left. 	
"Read" rows of pictures.	
Put child's name on chart and/or card. Take roll by pointing to card or chart. Use cards to delegate duties and other activities. The child should now read his name.	
Write captions and simple sentences on pictures. Child will read these.	
Arrange an attractive and interest- library center. Include: picture books story books books of poems and songs scrap books children's magazines newspapers research materials books made and written by children.	Filmstrips: Make Way for Ducklings Millions of Cats Mike Mulligan and His Steam Shovel Weston Woods

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Practices the proper care of books
	Retells stories using proper sequence of events
	Participates in dramatizing rhymes, poems and stories
	Associates characters and situations in stories with his own experience
	Reacts to poems and stories with feeling

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Encourage children to make books of their drawings and paintings. Have the children suggest appropriate captions or stories to accompany these drawings and paintings. Teacher or aide will record the captions or stories from dictation by child.	Records: Volume I "The Gingerbread Boy" "The Princess and the Pea" "Little Red Ridinghood" "The Farmer in the Dell" "The Elves and The Shoemaker" Study Prints and Disk Recordings: TSP11R A Child's World of Poetry (8 pictures, 2 records) SVE - 1967.
Direct children to look at resource materials to find interest.	TSP12R A Child's World of Poetry (8 pictures, 2 records) SVE - 1967.
Discuss and establish rules for the proper care of books.	
Provide time each day for reading and telling stories and/or poems.	Films: Two Little Raccoons Rainshowers Little Gray Neck Let's Build A House School Helpers Yours, Mine, Ours How Little, How Big Dickie, Build A Truck (teacher training)
Choose stories and/or poems with a simple plot which encourages dramatization and pantomine.	Airport in the Jet Age Mrs. Pennypacker's Package Care of Pets How To Catch A Cold
Have children dramatize and/or pantomine stories they have written.	Mother Goose Stories: "Frog Went A-Courtin'" "The Golden Fish" "Mike Mulligan and His Steam Shovel"
Use puppets to act out a story or poem.	"Night Out With Mr. Toad, A" "One Rainy Day" "Our Foster Mother, The Cow"
Help the children through discussion to select parts of the story which are humorous, exciting, happy or sad.	"Passenger Train" "Robin Redbreast" "Rumpelstilskin" "Safety on the School Bus" "Sorcerer's Apprentice"

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Distinguishes between what is real and imaginary

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Identify, through discussion the main idea of the story.	"Spring Comes to a Pond" " Spring is an Adventure" "Spring on the Farm"
Read part of a story. Discuss possible endings, then finish the story to see what really happened.	"Surprise for Jean" "Teeth Are To Keep" "Three Fox Fables" "Tommy, the Lion" "Tugboats"
Retell stories and/or poems using cutouts and a flannel board.	Books: McClosky, R.
Illustrate a story or a part of the story and poems.	Blueberries For Sale. Viking Press
Use a filmstrip without words or a film cutting off the sound. Have the children tell the story.	Reay, Hans Curious George. Houghton-Mifflin Burton, V. Mike Mulligan and His Steam Shovel. Houghton-Mifflin
Use a film to recall a favorite story which has been read.	McClosky, R. Make Way For Ducklings. Viking Press Gag, Wanda Millions of Cats. Coward-McCann Gag, Wanda ABC Bunny. Coward-McCann
Discuss some live animals - turtles, kitten, puppy and stuffed or ceramic animals to make comparisons with what is real.	Anglund The Brave Cowboy Anglund The Cowboy's Secret Life
Read stories - fantasy, talking animals, folk tales and discuss the make believe.	DE Regniera The Giant Story
Read a story and discuss the various characters - "Do you like the character? Why? Do you agree with what the character did? Would you have done something else?"	Seuss Dr. Seuss' Sleep Book Guilfoile, E. Nobody Listens to Andrew Flack Wait For William

LANGUAGE DEVELOPMENT

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Literature provide enjoyment	Acquires a repertoire of poems, jingles and stories
	Expresses feeling and ideas about words, poems and stories
	Asks questions to clarify meanings
	Enjoys listening to poems and stories

LANGUAGE DEVELOPMENT

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Read poems and jingles appropriate to certain events, happenings and situations. Through repeated readings, children will memorize them. Develop activities which will help a child express ideas and how he feels about poems and stories by painting, dramatization, pantomines and puppet shows. Discuss meaning of certain passages, and unfamiliar words which might occur in stories or poems.	Disk Recordings: You Read to Me, I'll Read to You A Child's Garden of Verses I Spoken Arts Tape Recording: Funny Poems Media Center Tape Library, 1967. Records: "Sing A Song of Sixpence" "Three Billy Goats Gruff" "I Love Little Pussy" "The Owl and The Pussy-Cat and My Shadow" "Wynken, Blyken and Nod" "Mary Had A Little Lamb" Cooper Records, 1968. Books: Arbuthnot, May Hill Time For Poetry - Scott Foresman Milne, A. A. When We Were Very Young

SOCIAL STUDIES

Young children today are living in a world that is increasingly complex and stimulating. They respond in a variety of ways to the influences to which they are exposed. Curriculum in the social studies includes all the experiences provided by the environment and used by the school to further the child's development. All that the child is and does is basically part of the subject matter of the kindergarten. His life at home, at school, and in his community, all he thinks and feels, as well as the behavior and opinions of the grown-ups he encounters become part of the social learnings of a child. The experiences of children in social living in the kindergarten are the beginning of the social studies curriculum.

The kindergarten child will progress toward:

- making a happy, healthy adjustment to the routine of school
- working and playing with a group cooperatively and courteously
- developing good work habits
- increasing awareness of his surroundings through observation, manipulation, and experiencing
- respecting the rights and property of others
- understanding certain land forms and directions.

These objectives should help the child become an independent, self-reliant, contributing member of the group. Each child needs to feel important, worthwhile and happy.

SOCIAL STUDIES

UNDERSTANDINGS (These are understandings which the teacher will help the children develop but not necessarily verbalize.)	BEHAVIORAL OBJECTIVES (These objectives are written in behavioral terms and can be evaluated.)
Each individual is a unique human being with relationships to many people and a contribution to make to society.	Knows: full name address age birthday telephone number recognizes his name in print
	Identifies the members of his immediate family by name and relationship

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Make a name tag for each child. On one side print name. On other side have address, phone number and bus number.	Books: McCall, Adeline This Is Music. Allyn and Bacon "My Family Pets" p. 12. "Johnny's Birthday" p. 89. "Who's That" p. 117. "Greeting Song" p. 30.
Have children draw or paint a picture of themselves. Aide or teacher labels it with child's full name.	Birnham, Jenny's Birthday Book. Harper
Copy full name. (This will be later in the year for some children.)	Study Prints: My Family at Work and Play - SVE
Locate birthdays on the calendar or chart. Example: Teacher may keep a large chart to show birthdays of all children.	Books: Buckley, Grandmother and I. Lothrop Buckley, Grandfather and I. Lothrop
Teacher reads many poems and stories of family life.	Flack, Ask Mr. Bear. Macmillan
Have children illustrate individual booklets about family. Example: "This is my family." This is I. This is Mother. This is Father. Cut out pictures of family members. These are my brothers and sisters. This is my house. This is my pet.	
Role play members of the family. Play getting ready for school. (This may be in the housekeeping center.)	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Knows the personnel in his school by position and contribution
	Displays confidence in communicating with people in the school
	Takes part in school activities

SOCIAL STUDIES

SUGGESTED ACTIVTIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Use toy telephone. Make and use puppets. Dramatize family activities. Example: - going on a picnic - going to the store. Make a trip to the principal's office and to the cafeteria. Talk to the personnel there about their work. Visit other areas of the school. Draw illustrations showing the work of various school personnel. Example: - secretary - custodian. Dictate captions to the teacher for use with pictures. Invite school personnel to visit in classroom to talk about their jobs. Let children act as messengers. (Aide may need to accompany them.)	Study Prints: Urban Life Series - Sp. 126 SVE School Friends and Helpers
Have children perform housekeeping tasks in the room. Attend certain S.C.A. meetings and programs as the year progresses.	Books: McCall, Adeline This Is Music. Allyn and Bacon "Fire, Fire" p. 69. "Stop. Look, Listen" p. 69. "Put Away Time" p. 36. Slobodkin Thank You, Your're Welcome. Vanguard

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Follows school routines
	Practices simple courtesies
Each individual has a responsibility for his own physical needs.	Follows appropriate health rules

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Participate in drives, savings stamps program and such other school activities.	
Invite S.C.A. president to room to visit children.	
Help children: - participate in fire drill - follow direction of patrols - move through the hall without disturbing others - get at tasks promptly.	
Role play certain situations showing courtesy. Example: - greeting visitors - morning greetings - walking between people.	
Cut out pictures that express "feelings" and discuss.	
Read poems and stories about manners.	
Keep a box of kleenex in the room and encourage the children to use them. Make a chart to show proper clothing to wear in certain kinds of weather.	Films: Your Sleep and Rest Your Teeth How to Catch a Cold Healthy Families Filmstrip: True Book Community Helpers - Health

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Takes care of personal needs
Our country has a great heritage.	Knows the name of his: community state country

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Have children help prepare food for tasting party.	Book: McCall, Adeline This Is Music, Allyn and Bacon "It Rained a Mist" p. 89.
Discuss good foods for snack.	
Classify types of foods.	
Help children accept the idea that certain rules must be followed for healthy growth. Example: Invite the nurse to discuss health practices such as brushing teeth, having innoculations and wearing proper clothing.	
Invite a doctor to demonstrate instruments such as thermometer and stethoscope.	
Arrange for children to wash hands carefully after certain activities. Set up a routine for this.	
Make a simple map of the community. Help children to locate their subdivision or area.	
Make a chart listing names of the communities where the children live. Help them recognize these names.	
Use a Beginner's Map of the U.S. to locate where we live and identify certain other areas.	

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Recognizes that there are certain holidays which have national significance.

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Build a community using blocks. Put in houses, churches, stores etc.	
Build highways and bridges.	
Locate the state of Virginia on the U.S. Beginner's Map. Example: Use simple map of the country to show it is made up of many states.	
Locate U.S. on the globe.	
Plan discussions and dramatizations about national holidays such as: Thanksgiving Veterans Day Election Day Lincoln's Birthday Columbus Day George Washington's Birthday Memorial Day Example: Listen to stories about Thanksgiving. Enter into discussion of what Thanksgiving Day really represents.	Filmstrips: Celebrating Thanksgiving Lincoln's Birthday The Nina, The Pinta and the Santa Maria
Talk about how Thanksgiving is celebrated in individual homes. Example: - how food is prepared - going to Grandmother's - importance of family gathering.	
List things for which Pilgrims were thankful .	
List things for which we are thankful .	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Identifies characteristics and contributions that have made some people famous

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Act out the First Thanksgiving.	
Listen to poems about Thanksgiving.	
Listen to stories read or told about famous people. Examples: Lincoln Washington Wright Brothers John Glenn	
Bring in pictures or other information about famous people.	
Discuss reasons these people became famous (This area will need teacher assistance but some children can see these factors for themselves.) Example: brave curious persistent seeking improvement pioneering	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Respects the flag as a symbol of our country
	Uses his freedom in the school with responsibility
People need a variety of recreational activities.	Identifies and participates in a variety of recreational activities

SUGGESTED ACTIVTIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Name the colors of the flag.	Filmstrip: Understanding Citizenship - Pledge of Allegiance
Tell how many stars and stripes there are.	
Walk to the flag pole to observe the flag and discuss the reasons for flying the flag.	
Observe patrol putting up and taking down the flag.	
Talk about flag etiquette.	
Repeat Pledge of Allegiance with some understanding of what it means and why it is said.	
Carry the flag at times, in marching to patriotic music Example: Prior to beginning of marching read poem such as: "Wave The Flag"	
Recognize and sing some patriotic songs.	
Show pictures of the flag showing changes throughout the year.	
Look at pictures showing different families participating in various recreational activities.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Peoples have the same basic needs and provide for them in different ways.	Identifies some needs common to all

SUGGESTED ACTIVTIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Name the colors of the flag.	Filmstrip: Understanding Citizenship - Pledge of Allegiance
Tell how many stars and stripes there are.	
Walk to the flag pole to observe the flag and discuss the reasons for flying the flag.	
Observe patrol putting up and taking down the flag.	
Talk about flag etiquette.	
Repeat Pledge of Allegiance with some understanding of what it means and why it is said.	
Carry the flag at times, in marching to patriotic music Example: Prior to beginning of marching read poem such as: "Wave The Flag"	
Recognize and sing some patriotic songs.	
Show pictures of the flag showing changes throughout the year.	
Look at pictures showing different families participating in various recreational activities.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Peoples have the same basic needs and provide for them in different ways.	Identifies some needs common to all

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Talk about what the family does for recreation.	
Discuss where members of family go separately or together for these activities.	Films: Yellowstone, Our First National Park
Talk about what recreational activities they would like to develop later (golfing, swimming, bowling).	Little Grey Neck Wild Animal Families
Draw pictures of recreational activities.	
Talk about how he feels after participating in recreational activities.	
Collect and mount pictures used in various recreational activities.	
Depict through sand table or blocks different recreational areas. Example: Ball park Car racing Beach	
Walk to see various types of homes within community. Example: trailer homes one family homes town houses apartments business buildings	Film: Let's Build a House

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Compares ways in which various groups get food, shelter and clothing

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Draw a picture of their own home.	
Discuss the structure and materials used in their home.	
Look at and discuss pictures of different types of homes.	
Build different types of homes of blocks or other material. Example: tepee for playing Indian	Filmstrips: Learning About People Homes Are to Live in
Visit supermarket to observe types of food.	Pr. Social Studies Group I Family Members Work
Discuss the source of food Example: butter potatoes meat	
Participate in tasting foods of various classifications. Example: fruit vegetables bread	
Bring in dolls from other countries for show and tell. Use real dolls or paper dolls.	
Invite parents that have been over seas to show souvenirs and/or slides.	
Use picture books to get information about clothing worn in various places.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Names ways by which people may work to earn a living.

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Observe and feel a variety of materials used for clothing.	
Sing songs and play games originating in a different culture. Example: London Bridge Frere Jacques	Book: McCall, Adeline This Is Music. Allyn and Bacon "French Shepherd Girl" p. 140.
Make a scrapbook of pictures of things mother does in the home.	
Dramatize activities showing how mother works in the home.	
Talk about jobs fathers do at home.	
Talk about what father does at his place of work.	McCall, Adeline This Is Music. Allyn and Bacon "Eskimo Song" p. 40. "I am A Cowboy" p. 41. "Carpenter's Hammer" p. 36. "Hi! Mr. Electric Man" p. 13. "When I Grow Up" p. 16.
Make pictures of fathers working at home or at a job.	
Pantomine work done by fathers.	
Listen to poems or records about many occupations.	
Talk to neighborhood people about their job. Example: The policeman The milkman The mailman The trash collector	Book: True Book Community Helpers Policeman and Fireman Post Office School Example: "I'm a jolly policeman Standing tall and straight When I hold my hand up high The cars all stop and wait."
Play game "Who Am I?" Pantomine role of community helpers - have class guess the role.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Accepts his role in the family
	Recognizes and understands the role of the personnel and the students in the school and how they depend on each other
Goods and services are produced, distributed and consumed by people.	Distinguishes buyers and sellers
	Recognizes that people earn money through various occupations.

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Illustrate work done by children to help at home.	Book: True Book Community Helpers
Listen to poems.	
Select and perform classroom tasks that are important to the welfare of the group. Example: various job responsiblities messenger clean up jobs.	
Make up riddles. Example: I work in the school. I call Mother if someone is sick. Who am I?	Film: School Helpers
Visit the school store to buy materials. Identify the people who work there. Each child should have an experience in making a purchase.	
Construct and use a play store and a play bank.	
Act out buying and selling goods.	
Discuss advertising and the reasons for it.	
Visit a shopping center.	

Note to the teacher:
This trip might be made several times. Point out the many kinds of stores, the parking arrangements, reason for its location, and the many people who work there. Through questioning help children verbalize ideas.

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Recognizes that many products change form from source to consumer
	Traces a product from its source to consumer
	Identifies ways by which products are gotten to the consumer
People depend upon natural resources and must conserve them.	Names some natural resources

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Visit a farm.	
Draw or cut out pictures of desired toys or clothes.	
Make charts or booklets of things we buy in various kinds of stores.	
Play with trucks, trains, planes, etc., that are used to transport goods.	
Read picture books about engineers, truck drivers, ship captains, etc.	
Discuss ways in which children may get money. Example: allowances gifts work	
Identify coins.	
Discuss importance of using materials carefully to avoid waste.	
Help children determine what is meant by natural resources. Identify a few such as water, soil, wood, stone and air.	

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Identifies ways certain natural resources are used
	Identifies the need to conserve natural resources and some ways it can be done

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Discuss the ways we use water.	Filmstrip: Our Public Utilities - Water For The Community
Name the materials used to build houses.	
Discuss the way homes are heated.	
Take a walk around the school to see the trees.	
Discuss the uses made of trees. Example: lumber paper shade	Film: Beaver Valley
Grow plants to show the need for air, water and soil.	
Plant seeds and care for them until four plants grow to a reasonable height. Put one plant in closet away from light. Remove one plant and place in water. Have one plant that is not watered. Give one plant normal care.	
Compare through discussion how animals and people need the same natural resources.	
Discuss what happens when the water supply is cut off at home and school.	Film: Bear Country
Discuss measures we take to conserve water during a drought.	
Conserve food by eating all the food on the plate.	
Discuss care of clothing.	
Study the school ground to discover places where the soil is washing away and talk about what could be done to prevent this.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Change is continuous and affects everyone.	Notes change in:
	weather
	fashion
	technology

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Illustrate erosion through the use of the sand table.	
Discuss kinds of weather we have.	Records: "My Playmate the Wind" "Rainy Day"
Listen to stories and poems about weather, view films and filmstrips.	
Use cut outs on the flannel board to demonstrate the proper clothing for the weather.	
Make a weather observation chart.	Filmstrip: We Learn About Weather Eyegate House Inc.
Decide upon symbols to designate types of weather. Example: swaying trees for wind sun for sunshine clouds for cloudy day, etc.	
Place a symbol on the calendar each day to designate the weather.	
Discuss pictures of the clothing people wore years ago. Contrast with the clothing worn today.	
Discuss the clothes in the dress up center.	
Visit a coin operated machine to observe making change and getting food.	Songs: Wolfe. Music Around Us

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	transportation

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Discuss ways of sending messages now and long ago.	
Observe the operation of the intercom system.	
Talk to someone in the class over the intercom.	
Compare home appliances today with household tools years ago. Example: wash board and washer clothes line and dryer hand mixing and mixer	Book: Childcraft How Things Change
Talk about a ride in the escalator and/or elevator.	
Collect pictures that show changes in ways of working and travelling. Example: horse drawn plow and tractor horse and buggy automobile and plane various types of trucks	Free Materials: Trucks - Public Relations Dept. American Trucking Association 1616 P St., N.W., Washington 6, D.C. Rocket Photos Aerojet Engineering Corporation P.O. Box 296 Azusa, California
Visit a road construction area or housing development to see the various types of machinery used.	
Use model trucks, trains, busses and airplanes in the classroom.	
Discuss ways pupils and parents travel.	
Discuss ways of travel pupils have observed on T.V.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	physical growth
	personal relationships
	local geography

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Visit an airport	Films: Airport In The Jet Age
Construct airport with large blocks.	
Make height and weight record to note changes and compare through the year.	
Note when clothing becomes too small.	
Compare sizes of shoes when a pair of new ones is bought.	
Discuss new friends each pupil has made in kindergarten.	
Talk about the qualities we like in people.	
Plan ways to introduce a new child enrolling in the classroom.	
Discuss the necessity for some children's moving.	
Make new friends. (The teacher designates a day when everyone will choose a new person with whom to work.)	
Go on a walk to observe changes in the community.	
Observe any new houses or housing developments.	
Observe new road being built.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Relationships of time, land and space exist.	
	Names: days of the week
	and months of the year
	Discriminates between long ago, now and the future
	Responds to directional movement

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Sing, "Here We Go Round the Mulberry Bush".	
Associate days of week with a particular activity. Example: Wednesday - Library Thursday - Stamp Day Friday - T.V.	
Teacher provides a variety of time measuring devices for children's use and manipulation. Example: Clock Cooking and egg timer Sundial Hour glass	
Associate the name of the month with certain activities. Example: School begins in September_____ and_______ have birthdays in September.	Films: *Spring Is An Adventure* *Spring On The Farm* *Winter Is An Adventure* *Winter On The Farm*
Note each new month.	*Farm Animals In Winter*
Make a calendar of each new month.	*An Autumn Story*: *Mrs. Pennypacker's Package*
Discuss ways people moved from place to place, long ago, now, ideas about future.	
Dramatize such words as between, behind, beside, on the left, on the right, up, down, forward, back.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Constructs simple maps
	Constructs simple land forms

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Play games involving placing articles in, on, under, between, above, behind objects.	
Play"Looby Loo." Wear a piece of yarn on the right hand for a day to help recall the right hand.	
Perform finger plays. Example: Follow such directions as; move to your left, pick up the pencil with your right hand, on your left foot, touch your right eye, move three steps to the right, run to the left.	
This is Mr. Left. This is Mr. Right. They have 2 houses just alike. Mr. Left says "Hi there, how are you tonight?" Mr. Right says, "Hello, I'm all right".	Globe and Maps
Locate home according to community.	
Locate his home in relation to the school.	
Locate home in relation to certain landmarks in the community. Example: I live past the swimming pool.	
Take a walk around the block to gain information. Make a simple diagram of the area.	
Make a map of one block on the floor or table.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Recognizes water and land masses on a globe
	Acquires an appropriate geographic vocabulary
	Recognizes the natural order of day and night and seasonal changes

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Model simple geographic forms in the sandtable. Example: hill valley stream lake river	
Construct an area such as a lake with blocks.	
Observe and handle globe.	
Find land and water surfaces by color.	
Note that the sun rises in the east and sets in the west.	
Develop vocabulary such as ocean, river, mountain, lake, island and valley.	
Observe seasonal changes in plants and animals.	Films: Farm Animals Farm Family in Autumn Farm Family in Winter
Make pinwheels and kites.	
Sing songs about seasons.	
Contrast length of child's shadow at 9:00 and 11:30.	
Paint pictures contrasting day and night.	
Take walking trips to observe seasonal change.	

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Names types of weather
	Makes predictions
	Responds to changes in weather
	Recognizes that the earth has a place in space and a relation to the sun and moon

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Note seasonal changes in: types of clothing birds	
Show: Thermometer Barometer Weather Vane	
View films related to seasons.	
Compare mild forms of weather with more severe ones. Example: rain shower - heavy rain light snow - blizzard windy day - hurricane	
Relate dark cloud in spring, summer and fall with thunderstorm.	
Relate thunder and lightening at a distance to an impending storm.	
Relate overcast day to snow or rain.	
Report on the radio and television weather predictions.	
Seek shelter from storms. Wear proper protective clothing.	
Observe the sun in space.	
Relate the turning of the earth around the sun to day and night. Example: Designate a child to be the sun. Have two children representing night and day stand back to back They will move around the sun turning steadily.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Rules and laws must be established and observed for the good of all.	Recognizes that rules are needed
	Accepts that certain rules must be made for him

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Perform finger plays. Example: The Sun "In the morning the sun is low; At noon he's high overhead In the evening he dips again Before he goes to bed.	
Use the globe and a flashlight to demonstrate the relationship between the earth and the sun.	
Listen to stories and poems about the moon and sun.	
Talk about how parents have certain rules that must be enforced for health and safety. Example: bedtime mealtime naptime	Filmstrips: Our American Way of Life Our Basic Need for Laws How We Make Laws Our Laws Mean Responsibility As Well As Privileges
Discuss needed rules for their protection at school. Example: school attendance staying home when sick innoculations arrival and dismissal rules bus rules safety at crossings fighting playground equipment	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Participates in formulating rules in the class
	Recognizes that rules may be changed

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Discuss real situations where rules need to be made in the classroom. Example: Number of children need limiting in the different centers due to size of center and amount of equipment or materials available	
Have group discussions when problems arise (either teacher or child observed) and help to formulate a solution. Example: Blocks too noisy when time to clean up. Is there a way they can be put away that would be less noisy but not take too long? (solution may be - dismantle block structures one or two blocks at a time from top, down)	
Develop rules through role playing. Example: Set up situations that need direction, i.e., going out to play snack time cleaning up block play Children suggest how the situation could be improved by rules.	
Understand that certain rules are necessary at the beginning of the year, but may change according to needs.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Moves freely about the room and respects rights of others
Respect for personal and public property is vital.	Distinguishes between personal belongings and those things that belong to others or to the class as a whole

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Example: At the beginning children will probably wash hands in groups of two or three at one time. As the group learns to handle this better - a larger group may be excused.	
Discuss how materials and equipment must be properly used so they will not be broken.	
Discuss the necessity of taking turns so that everyone has an opportunity to be leader of activity.	
Label all personal belongings brought into classroom with full name. (crayons, bags, boots, etc.)	
Keep personal belongings in an area designated as his - preferably with name on it.	
Discuss in group the necessity for labeling own items and distinguishing his name from others.	
Discuss in group that certain equipment and materials in the room are part of the room and must remain in the room for all to use. Example: Teacher displays before small	Film: Yours, Mine, Ours

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Follows the accepted rules for use of materials in the classroom

SUGGESTED ACTIVITIES AND INSTRUCTIONAL RESOURCES	INSTRUCTIONAL RESOURCES

group a collection of objects from around the room. Holding up a child's crayon box, ask if this belongs to one individual or to classroom. Hold up puzzle, do same thing. This type of activity repeated several times will help classify materials.

Walk around school to observe different things belonging on school grounds and discuss use of them.
Example:
trees
shrubbery
swings
fountains
walks, etc.

Discuss any signs of destruction.
Example:
broken windows
writing on walls

Know where all materials and equipment are kept in classroom.
Example:
Early in fall, as centers are introduced, teacher will show and lead discussion on what materials are kept there.

Take materials for one activity at a time.

Use materials in designated area.

Share materials with others if it is an activity in which several children are engaged.

Keep materials within a confined area, not allowing it to become scattered and lost.

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Uses materials carefully and puts them away after use
Plans and organization are necessary to achieve goals.	Identifies certain tasks that must be completed Organizes to carry out plans

SOCIAL STUDIES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Keep material designated for table use off the floor and away from feet and chairs. Use materials for the purpose for which they were designed. Return materials to designated places Note: Put certain materials away in correct order. Example: puzzles lacing shoes (Children may leave material out when called to a group for direct instruction and return to the same material.) Discuss the responsibility each individual has toward maintaining the organization of the classroom. Example: keeping own property in assigned place putting materials in proper place responding to clean up.	

SOCIAL STUDIES

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Makes realistic plans for time alloted
	Works independently without disturbing others
	Participates in group planning
	Evaluates the success of an activity
	Allots time wisely

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Talk together about plans for tomorrow. Example: Ask, "What did you enjoy most today? Were you able to finish? What would you like to do tomorrow?"	
Teacher may announce a special activity planned for the next day.	
Mark dates for special activities on calendar.	
Draw a picture of the materials they plan to use the next day.	
Talk over whether or not plans were successfully completed. Example: - certain block structures - sand table projects	
Begin a task soon after entering the classroom.	
Help children to plan in order to complete tasks in a designated time.	

MATHEMATICS AND SCIENCE

The development of basic mathematical and scientific ideas begins in kindergarten. Mathematics is not taught in a formal manner however, a specific plan of procedure is necessary to insure balance in number experiences and in the beginning development of the structure of mathematics. It is the responsibility of the teacher to arrange activities and help the child interpret correctly experiences used.

The science program in the kindergarten is Science - A Process Approach, as developed by the American Association for the Advancement of Science (AAAS). The teacher's manual designates specific objectives and activities. Necessary materials for the program are provided for the teacher.

Mathematics and science ideas develop slowly and are understood most easily through activities which provide thoughtful manipulation of concrete objects, and help children become aware of mathematics and science in their daily lives. In such a program children learn through active participation.

UNDERSTANDINGS (These are understandings which the teacher will help the children develop but not necessarily verbalize.)	BEHAVIORAL OBJECTIVES (These objectives are written in behavioral terms and can be evaluated.)
A set may be described as a collection or a group.	Recognizes a set and the members that belong to it
The empty set is a set having no members.	
	Forms sets
Different sets may have a different number of objects.	Matches sets

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Observe and discuss teacher-made sets such as: sets of objects having similar members, i.e., sets of blocks, books, toys, chairs sets of objects having dissimilar members i.e., the objects on the table, plants in the window, toys on the shelf empty sets, i.e., sets of objects in pocket or box after it has been emptied, or set of real automobiles in the room.	Flannel board and cut outs Magnetic board and numerals Overhead projector Any objects readily available Filmstrips Flat pictures Listening center with teacher-made tapes
Make sets of: identical objects similar objects with one differing characteristic, i.e. color or size similar objects with more than one differing characteristic, i.e., sets of girls, boys, chairs dissimilar objects, i.e., place setting at the table or everything on the shelf. Children make subsets of sets, i.e., all the girls with blue, all the boys wearing white shirts.	Make a set of geometric figures of construction paper. Use the six colors with a small, middle-sized and large figure in each color. Rectangles, triangles, squares and circles may be made.
Show one-to-one correspondence and equivalency (as many as) by: giving out supplies putting straws with milk cartons paring mittens and boots.	

MATHEMATICS AND SCIENCE

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
One set is equal to, greater than, or less than another set.	Compares sets
	Orders sets
A number is an idea which may be expressed by a numeral. Number names indicate "how many" members there are in a set.	Assigns numerals to a set
All sets having the same number of members are associated with a unique numeral.	Recognizes written numerals

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Match sets which are not equivalent: boys and girls mittens and hats crayons and pencils.	
Arrange sets according to the least to the most number of members or most to least, i.e., 1 ball, 2 books, 3 blocks, etc. or 5 straws, 4 pencils, 3 crayons, etc.	Unit blocks Sticks of graduated lengths Abacus Straws Books
Order sets according to number of members from the smallest number to the largest number or from the largest to the smallest, i.e., 1 ball, 2 books, 3 blocks, etc. or 5 straws, 4 pencils, 3 crayons, etc.	
Associate the number name with the number members of a set: cardinal numbers - 1, 2, 3, etc. purposeful counting - "How many do we need?" "How many boys are here?" Place 1, 2, 3, or 4 objects on flannel board for instant recognition.	
Recognizes written numerals on flannel, magnetic, or chalkboard. Place the correct numeral with the set Draw a line from the set to the numeral Make a set of __?__. (Use any number the child understands.)	Flannel or magnetic numerals

MATHEMATICS AND SCIENCE

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Each object in a series has a unique position.	Designates the position of an object in a series moving from a starting point
Joining two sets with no common members leads to thinking about addition. Sets are joined but numbers are added. Separating a set into two subsets leads to thinking about subtraction. Sets are separated but numbers are subtracted.	Joins and separates sets
Objects in the environment have different shapes. Each of these shapes has unique characteristics.	Identifies and describes two dimensional geometric shapes circle square rectangle triangle ellipse

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Use ordinal numbers by: pointing to first day, first week, etc. on the calendar making train and naming the cars, i.e., the engine is first...the caboose is fifth counting in different directions from the same starting point. (children, desks, chairs)	
Tell a number story and illustrate the action. Have the children act it out or move flannel board cutouts. Example: Two girls were sitting at the table. Three more girls came to join them. Then there were __?__ girls at the table. Use flannel numerals when the children are ready. Indicate the joining of sets by encircling them with yarn on the flannel board.	Bottle caps, blocks, straws, poker chips, pennies or anything available Buttons, spools
Observe and discuss shapes of objects in the classroom - table top, face of clock, charts, paper, window and door frames. Use peg boards and rubber bands or colored yarn to form and reproduce shapes. Use blocks, sticks or other small objects to form shapes on an overhead projector. Feel, describe, and trace around shapes cut from different materials for classifying shapes and ordering sizes.	Illustration of each geometric shape on bulletin board, transparency, flannel board or chalk board Note to teacher: Refer to AAAS exercise pamphlet b - Using Space/Time Relationships 1 -- Recognizing and Using Shapes

MATHEMATICS AND SCIENCE

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Identifies and describes three dimensional shapes sphere cube cone cylinder pyramid ellipsoid
Objects may have different lengths and weights.	Measures and compares lengths Compares weights
Time is related to the past, present and future.	Relates events to past, present and future
The calendar is a record of days, weeks, and months.	Recognizes a day, week and month as represented on a calendar

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Form three dimensional shapes from materials such as clay, sand or popcorn. Collect items of various sizes in the geometric shapes, i.e., marbles, tin cans, cereal boxes, etc. Match pictures of geometric shapes with the solid objects. Relate three dimensional objects to two dimensional shapes, i.e.,, picture of a child and the child.	Samples of three dimensional objects Note to the teacher: Refer to AAAS exercise pamphlet 0 - Using Space/Time Relationships 5 -- Shapes and Their Components
Compare lengths by using equal lengths of string or identical sticks. Use the same string or stick over and over for measurements. Compare objects of the same shape and size but different weights, i.e., empty and filled cups, balls of styrofoam, rubber, golf ball, clay or metal. Compare similar objects of the same or different sizes -- books, pencils children, tables, chairs, etc.	Note to the teacher: Refer to AAAS exercise pamphlet k -- Measuring - Beginning Measurement, Comparing Lengths
Discuss time in terms of yesterday, today and tomorrow. Plan and evaluate -- Yesterday we --------------- Tomorrow we will -----------. Respond to the timer (set by the teacher) to begin or end activities. Mark off days on the calendar.	Calendar and timer Note to the teacher: Refer to AAAS exercise pamphlet u - Using Space/Time Relationships 6 -- Recognizing Time Intervals.

MATHEMATICS AND SCIENCE

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Each coin has a specific value. Money may be exchanged for goods and services.	Identifies penny, nickel, dime, quarter, and half dollar
Temperature changes, are indicated on a thermometer.	Recognizes gross temperature changes on a thermometer
Mathematical language is precise.	Uses correct vocabulary

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Name coins and identify those that will buy more or less.by: - playing store - collecting snack money.	Play money
Discuss gross temperature changes. Observe mercury change on a real thermometer. Adjust tape to indicate changes on a play thermometer.	Thermometer Note to the teacher: Refer to AAAS exercise pamphlet e - Observing Temperature
Use math vocabulary naturally through the day. Talk about the set of dishes on the table, the set of children playing store, etc. Use correct terminology but avoid constant correction of children. Example: The word group communicates the idea of set.	

EXPRESSIVE ARTS

A child's creative expression contributes to his aesthetic awareness and responsiveness. A well-balanced program should provide opportunities for each child to:

- express himself in the arts
- develop his imagination and creativity
- build a good self-image through many successful experiences
- appreciate the arts
- explore and experiment
- release tensions and emotions
- become actively involved in many aesthetic experiences satisfying to him
- grow at his developmental level.

Art, music and dramatic play are interrelated in the expressive arts. For the purpose of the guide each area has been treated specifically.

MUSIC

UNDERSTANDINGS (These are understandings which the teacher will help the children develop but not necessarily verbalize.)	BEHAVIORAL OBJECTIVES (These objectives are written in behavioral terms and can be evaluated.)
Many different sounds are all about us -- music, noise, mechanical and voices.	Distinguishes between music and other environmental sounds Recognizes and imitates sounds and voices

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES

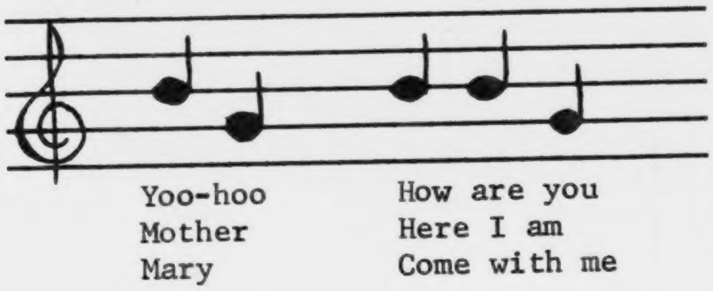
Have children imitate sounds in songs and text, such as:

- swish - swish
- quack - quack
- tick - tock
- see - saw
- peep - peep
- choo - choo
- wind
- steamshovel
- windshield wipers
- airplane
- ambulance
- hammer
- saw
- bees.

Use instruments to imitate sounds such as:

- rhythm sticks, tone blocks for clocks
- water dripping, hammer for heart beat
- sandblocks, saw for train
- rub rhythm sticks for sound of zipper, kitten purring, duck quacking
- triangles for bell tones
- tambourines and jungle clogs for rattlesnakes in zoo.

Have children sing short tonal patterns for music sounds.



INSTRUCTIONAL RESOURCES

Songs with sound effects:

McCall, Adeline. This Is Music, Kindergarten and Nursery Book. Rockleigh, New Jersey: Allyn and Bacon Incorporated, 1965.

Songs --
"The Little White Duck", p. 22 .
"The Animals Wake Up", p. 27.
"The Wheels of the Bus", p. 63.

Helyard, Imogene and others. Making Music Your Own, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966.

Songs --
"Hickory, Dickory, Dock", p. 109 .
"The North Wind", p. 110-111 .

Rhythm Instruments (for sound effects)

- rhythm sticks
- tone blocks and strikers
- triangles and metal strikers
- sand blocks
- tambourines, jungle clogs

Matching tones:

Helyard, Imogene and others. Making Music Your Own, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966.

Matching tones --
"Chi Chi Pappa", p. 134-135.
"Bird Songs", p. 137

Wersen, Louis G. and others. The Magic of Music, Kindergarten. New York: Ginn and Company, 1965.

Songs --
"Come Over and Play", p. 3.
"Little Sir Echo", p. 12.
See also classified index, p. 213.

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Listening is an important means of learning and enjoying music.	Answers specific questions about music after listening to a selection Identifies certain instruments after listening to a musical selection

MUSIC

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
	Poems: McCall, Adeline. *This Is Music, Kindergarten and Nursery Book*. Rockleigh, New Jersey: Allyn and Bacon Incorporated, 1965. Poems -- p. 54-55-56. See also classified index p. 158. Helyard, Imogene and others. *Making Music Your Own*, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966. Poems -- Throughout book Wersen, Louis G. and others. *The Magic of Music*, Kindergarten. New York: Ginn and Company, 1965. Poems -- See index of first lines of poems p. 216. Tape recorder Record player
Have children listen to the teacher's voice as she sings a song, reads a poem or story. Tape various voices - play back and discuss.	Listening: Record albums *High and Low* American Book Co. *Slow and Fast* 400 Pike Street *Soft and Loud* Cincinnati, Ohio Instruments to show contrasts autoharp resonator bell blocks piano pitch-pipe xylophone

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Listens alone or with the group

MUSIC

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES

Use actual instruments to help children learn the names of each instrument.

Introduce rhythm instruments: (rhythm sticks, triangle, cymbals, tambourine, etc.)

Discuss quiet music and play a record to illustrate.

Learn the words of a new song from a recording.

Respond to rhythms played on the piano.

INSTRUCTIONAL RESOURCES

Instruments - Rhythm and Orchestra:
  Records:
    Instruments of the Orchestra:
      Cowmar, Stanley Company
    Charts of the Instruments:
      Bowmar, Stanley Company
      12 Cleveland Street
      Valhalla, New York 10595
    Teaching Music, A Guide for Teachers. Fairfax County Public Schools, Fairfax, Virginia, p.22-28.

Song - Stories:
  McCall, Adeline. This Is Music, Kindergarten and Nursery Book. Rockleigh, New Jersey: Allyn and Bacon Incorporated. 1965.
    "The Little Man in the Big Orchestra", p. 124-125.
    "A Trip to the Park", p. 132-134.

  Wersen, Louis and others. The Magic of Music, Kindergarten Nursery Book. New York, New York: Gim and Company, 1965.
    Dance a-story -
      "Little Duck", p. 177-210.
      "The Old Woman and Her Pig", p. 152-162.
      "The Tale of Peter Rabbit", p. 163-175.

  Petto, Lilla Belle and others. Our Singing World, Kindergarten and Nursery Book. New York, New York: Ginn and Company, 1957.
      "The Little Red Hen", p. 143-151.
      "Goldelocks and the Three Bears", p. 152-162.

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Music and rhythms express feelings.	Interprets the mood of the music through spontaneous movements Reproduces the melodies and rhythm heard Selects instruments to illustrate different moods Responds to the pulse in music (hear and repeat) Dances freely and easily to music

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
	Quiet Listening Song: Helyard, Imogene and others. Making Music Your Own, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966. Song -- "All Night - All Day", p. 22. Getting acquainted with instrumental melodies: Records: Adventures In Music. RCA Victor, Volume II, (grade 3). "Children's Symphony" - McDonald Adventures in Music Series. RCA Victor, Volume II, (grade 2). "Children's Symphony"- McDonald Piano Tone Blocks Drums
Use daily opportunities for spontaneous rhythmic responses such as: airplane soaring cranes operating tops spinning clowns frolicking bees buzzing grasshoppers hopping.	Book: Miller, Mary, Zojan, Paul. Finger Play, New York, New York: G. Schirmer Incorporated, 1955. Finger Play: McCall, Adeline. This Is Music, Kindergarten and Nursery Book. Rockleigh, New Jersey: Allyn and Bacon, 1965. "Johnny Works With One Hammer", p. 73. "Dickey Bird Song", p. 74. "Wiggle Song", p. 77.

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Singing is a natural way of expressing emotion.	Responds with his voice as he works and plays Sings individually or with the group Recognizes names and sings simple melodies

MUSIC

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Pantomine things that move such as: frogs hopping birds flying trees swaying	Helyard, Imogene and others. Making Music Your Own, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966. "Open, Shut Them", p. 14.
Respond to music heard on recordings, piano and autoharp.	Songs with walking, etc. from: Helyard, Imogene and others. Making Music Your Own, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966. "Let's Go Walking", p. 27. "Marching Song", p. 35. "Rig-a-jig-jig", p. 46.
Make facial expressions to express feelings of sadness, happiness, excitement, fear.	
Act out roles of characters in poems, songs and stories.	
Take part in finger-plays.	
Clap, tap, run, walk, skip, jump in response to rhythm of songs and chants.	
Sing melodies that suggest running, walking, clapping, hopping and waking up.	
Clap hands, snap fingers, march in response to pulse of music.	
Teacher should pick up cues of children, such as: singing lullaby if child is rocking a doll, sing a song about hammers, saws, etc. when working at the work-bench.	Records: Listen and Do Series American Book Company 400 Pike Street Cincinnati, Ohio "Handsome Scarecrow and Little Clown"
Encourage children to sing and tap lightly as they listen to recordings or tapes.	Creepy, The Crawly Caterpillar Children's Record Guild 5019

MUSIC

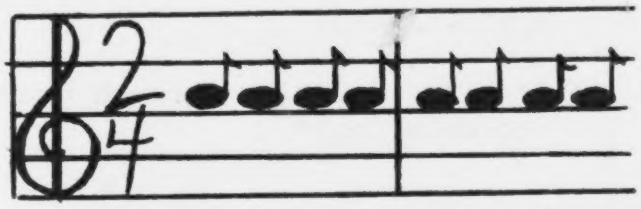
UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
	Sings by rote
	Reproduces a given tone
	Sings simple musical phrases
	Sings accurately and with good attack
	Enunciates clearly, as far as he is able
Many different kinds of music may be heard.	Recognizes music for different occasions and purposes
	Sings songs about himself and his world

MUSIC

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Sing songs based on the nursery rhymes.	*My Playmate, the Wind* Children's Record Guild 1003
Have children match tones - Yoo hoo - Where is John? - What is your name? (This is a good activity for the uncertain singer.) The teacher should sound the keynote and sing the beginning tone and children should imitate as accurately as possible.	Listening Center: rugs taps records nursery rhymes
Sing action songs.	Scale Songs: Lesson plans for Rote Song - *Teaching Music, A Guide For Teachers*. Fairfax County Public Schools, Fairfax, Virginia. p. 29-30.
Clap melodic patterns of songs as children sing.	Record: *Patriotic Songs.* RCA Victor Album, WE91
Sing and take part in singing games.	
Sing songs in many different moods.	Helyard, Imogene and others. *Making Music Your Own*, Kindergarten. Morristown, New Jersey: Silver Burdette Company, 1966. "America", p. 117. "Glory, Glory, Hallelujah!", p. 119. "The Postman", p. 123.
Sing songs appropriate for holidays and seasons.	
Sing question and answer songs.	
Sing "echo" songs.	Record: *Singing Games.* RCA Victor Album, WE87
Play familiar marches. Have children tap, clap or walk to the rhythm.	Record; *Patriotic Songs*. RCA Victor Album, WE91 *Adventures in Music Series*. RCA Victor (in school library)

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Instruments can produce musical sounds, mood and environmental sounds.	Matches the sound of some instruments with a picture of it Recognizes and names rhythm instruments, autoharp, xylophones, resonator bell blocks by sight and sound Chooses appropriate instruments to accompany music Plays available instruments

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Sing patriotic songs such as "America" and chorus of "Battle Hymn of Republic."	
Sing songs about objects, people, happenings today such as: mailman milkman garbage man policeman	
Respond with large body movement to folk and jazz music.	
Plan a "pretend" concert in the classroom.	
Attend a Tiny Tots Concert.	
Listen and repeat a high tone on piano resonator bell blocks recorder pitch pipe autoharp	
Use the same procedure for a low tone.	
Sing tonal patterns on a repeated tone. 	

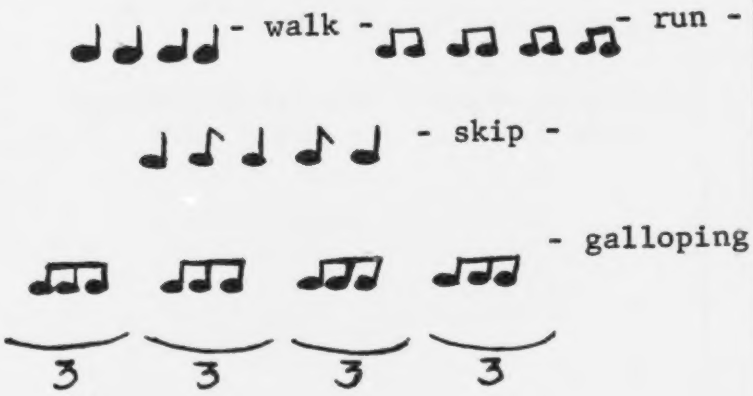
MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Music communicates ideas.	Interprets the music and responds appropriately Interprets melodies through drawings and colorings

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Display picture charts of instruments in music center and have children identify them. Invite instrumental students to show and play their instruments for the children. Play orchestral instruments and have children identify the instruments by sound. Introduce the rhythm instruments, autoharp xylophone resonator bell blocks and show how to hold and properly play the instruments. Read stories to children about the musical families. Have children create simple stories and use rhythm instruments as: "sound effects" (farm - city sounds - zoo - clock shop - airport.) Show films and filmstrips of the instruments. Invite parents who play an instrument to perform for children. Experiment with different instruments for different moods: drums for marching bells, triangles for light "fairy" music cymbals for mysterious music tambourines for happy, dancing music.	Records: Adventures In Music. RCA Victor Album "Meet The Instruments of the Orchestra" Bowmar, Stanley Company 12 Cleveland Street Valhalla, New York 10595 Charts and pictures of the instruments Magazine for pictures Books: See library Films and Filmstrips Jam Handy Organization 2821 E. Ground Boulevard Detroit, Michigan Stringed Instruments Percussion Instruments Instruments of orchestra Castonets Drum Resonator bell blocks

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Have children explore and imitate sounds around them with rhythm instruments: tapping rhythm sticks and tone blocks for clock sounds dripping of water, rain bells for telephone school bell.	
Have children play instruments to match contrasts in music cymbals, drum for loud tones triangle for soft tones rhythm sticks for short - finger cymbals for long tones.	
Have children transfer their physical movements to playing of an instrument by walking, stamping, marching to a drum beat - stretching upward and downward to the glissando of a xylophone or resonator bell blocks galloping to the sound of castonets etc.	
Beat basic rhythm on drum and have children respond.  - walk - - run - - skip - - galloping 3 3 3 3	

MUSIC

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Music is created.	Puts his own words to music Uses descriptive words to explain action in songs he hears Creates simple melodies Produces sounds imitating various objects, persons and places

MUSIC

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL PROCEDURES
Listen to poems, chants and respond accordingly: Hear the beat, beat, beat Of the feet, feet, feet Of the children as they walk Down the street, street, street.	
Dramatize song-stories.	RCA Victor - Listening and Rhythmic Albums
Move freely in response to music which suggests animals, objects, space or people.	Teaching Music, A Guide For Teachers. Fairfax County Public Schools; Fairfax, Virginia. p. 55-56-57.
Use colored scarves, ribbons, balloons or feathers to communicate ideas of dancing waters creepy caterpillars cowboys pirates clouds king dolls wind.	Records: YPR617 "My Playful Scarf" CRG5019 "Creepy, the Crawly Caterpillar" CRG1012 "Nothing to Do" CRG1003 "My Playmate, the Wind" paints, crayons, chalk, construction paper colored scarves, balloons, feathers, ribbons
Make up words for a simple chant or song.	Record: Listen and Do Series American Book Company 400 Pike Street Cincinnati, Ohio "Handsome Scarecrow" "Friendly Train"
Make up words and melody for a simple song or chant.	Sing and Do Prentice Hall
Listen to a piece of music and use descriptive words to describe it such as: lazy whirling proud gay	Dance a-Story. RCA Victor, New York, New York: Ginn and Company. "Little Duck" "Indian" "Noahs Ark" "At the Beach" "Floppy Floppy"

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES

SUGGESTED ACTIVITIES AND INSTRUCTIONAL PROCEDURES	INSTRUCTIONAL RESOURCES
Create tunes on bells.	
Create sounds and movements of ducks pigs frogs sheep coffee pot bacon frying .	
Improvise movement for a chant or nursery rhyme.	

ART

UNDERSTANDINGS (These are understandings which the teacher will help the children develop but not necessarily verbalize.)	BEHAVIORAL OBJECTIVES (These objectives are written in behavioral terms and can be evaluated.)
Freedom to explore and experiment in all art media allows for individual interpretation.	Explores form and pattern in various art media Manipulates scissors and makes a cut Squeezes, rolls, and pushes plasticene Handles brushes and controls paint Tears paper on a curve or straight line Spreads finger paint with the whole hand or parts of the hand Pats a ball of clay and begins to create a form Chooses, arranges, pastes paper for a montage
Many different colors exist.	Identifies and selects colors among assorted crayons, paper and paint Mix paints Produces new colors by mixing paints Spreads and mixes powder or liquid paint with finger paint Drips and daubs paint
Color may be used to express feeling.	Uses and controls paint Verbalizes and shares about his painting Communicates feelings through use of color

ART

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Introduce and maintain the use of: crayons, paper scissors, cutting paper plasticene paints, brushes, easel finger paint sawdust mache tearing paper free hand.	Double easels Brushes, long handled, ½ to one inch wide (bristle) several No. 12 water color brushes Paints powdered tempera finger paints Wire and plastic cartons to carry paints Paper newsprint 18 x 24, 24 x 36 finger paint paper or white butcher paper on a dispenser manila 12 x 18 bogus poster paper 18 x 24 tissue brown wrapping paper and dispenser
Match crayons and paper by colors. Mix water and powder paint in jars. (Teacher or aide) Mix primary colors of paint in jars to produce new colors. Use yellow finger paint with blue powder or red to produce green and orange - blue and red to produce purple - red and green to produce brown. Overlap various colors of tissue and cellophane paper. Experiment and explore color by paint blobs, sponge painting and pounce painting. Corrugated paper painting: Child paints on corrugated paper and watches the paint mix in the grooves. Ask child to name new colors.	Paste Scissors, blunt Crayons, large Colored chalk Clay - Ceramic Newspapers Elmer's Glue Cleaning sponge, bucket, cleaning cloths Tactile awareness material (games) Scrap materials Cardboard Plasticene Smocks and old shirts Wheat paste Magazines, catalogues String, cord Wood scraps
Have various colors at the painting easel. Use crayon, chalk or other media to express feelings.	Paper bags Cardboard tubes, boxes, egg cartons Corrugated paper Straws 4" squares of muslin or gauze Cotton balls Popsicle sticks String pans of tempera, consistency of whipped cream, red, yellow, blue Sponges

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
A variety of sizes and shapes exist in our world.	Recognizes differences in shapes and sizes Compares and contrasts

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Paint picture using crayon, chalk or other media. Have child tell about his picture, interpreting his ideas which are always acceptable.	
Pounce painting: Child dips the "pounces" made by teacher into one color and daubs the color onto paper to cover large area. Continue same procedure with other colors.	
Sponge painting: Paint is put on a paper palette. Child dips sponge into paint and sweeps and twists over paper to make a design.	
Match pre-cut circles, squares, rectangles, triangles on the flannel board	
Compare objects such as elephant, mouse, house, apartment large and small stones, etc.	
Spatter painting: Various shapes or designs (self-made stencils) may be laid on manila or construction paper. Cover by spatter screen (screen wire, fastened to wooden frame about 8" by 10"). Dip stiff toothbrush into tempera mix and rub briskly across screen until paper is covered. Removed screen, carefully lift shapes off paper. Insect spray guns may also be used.	

ART

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Creation of his own forms related to himself and his environment, is the right of each individual.	Develops a form satisfying to himself
The creative efforts of each individual is worthy of appreciation.	Interprets pictures through verbal expression Plans and arranges materials Displays work
Many ideas can be used to produce one aesthetic expression.	Participates in a group project Shares spaces Arranges figures, trees, etc.
Beauty is in the world about us.	Observes reality more clearly Develops a sense of wonder

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Use clay to form three dimensional forms. Tear and paste: Child is given one 9" by 12" piece of paper for background for their picture. Child tears colored paper to form picture or design and pastes this on the large piece of paper.	
Children sit in a small group and tell about their picture. Arrange and display work. Let child dictate story of the picture to teacher or aide.	
Participate in group activities such as: Finger painting to music Mural making combining painting and various other types of art activities. (Readiness of the group determines types of art activity.) Draw pictures of himself, home, etc., to develop classroom projects. Crayon Resist: Draw a design with crayons pushing down to make heavy lines. Cover the crayon drawing with a thin paint.	
Take walks and field trips to observe beauty in the world about them.	

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Art materials must be shared and conserved.	Take turns at painting and other learning centers Knows where materials are left and the proper container for them Cares for materials properly
The properties of modeling materials have varied possibilities and limitations.	Creates from by pulling out or adding to modeling materials Makes forms and is able to handle sawdust and paper mache, play dough, clay which includes plasticene and ceramic
Forms may be created in more than one dimension.	Fringes, folds, and curls paper Arranges and glues cardboard boxes Balls up paper, stuffs bag and closes bag using rubber band or masking tape

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Display and share artifact from different cultures. Present reproductions of a few selected famous paintings. Point out the beauties of seasonal changes. Collect material for crayon rubbings (coins, wood, leaves, sand paper) Spatter paint self made stencil. Make prints of found objects. Child dips objects into paint and presses it against sheet of paper to make a print.	
Keep boxes for scrap paper, cloth, jewelry, buttons and other scrap materials. Take turns at the easel for painting. Return articles to their proper place ready to be used by the next person. Wash brushes.	
Model with clay. (plasticene before ceramic) Make forms in sawdust mache. Construct paper mache animals, vegetables and fruits.	
Construct 3 dimensional forms by cutting paper, using wood or clay. Use cardboard boxes to make animals. Construct masks from cut papers and paper bags.	

ART

UNDERSTANDINGS	BEHAVIORAL OBJECTIVES
Shadows are representations of real objects.	Cuts, folds, pastes, and arranges paper Focus light Recognize or identify shapes and sizes

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Use stuffed paper bags for animals, people, puppets, vegetables or fruits. Tearing paper for design and working with paste: ½ Elmer's glue and ½ water are mixed. Child paints entire tagboard with mixture, tears papers of various colors and sizes. These are stuck to the tagboard. Design: Children cut various shapes and arrange on paper in design of own liking. Make a montage using a variety of types of paper.	
Explore light, shadow, and form with shadow and shadow puppets. Use small objects on overhead projector. Use filmstrip projector for silhouettes of dolls, children, etc.	

DRAMATIC PLAY

UNDERSTANDINGS (These are understandings which the teacher will help the children develop but not necessarily verbalize.)	BEHAVIORAL OBJECTIVES (These objectives are written in behavioral terms and can be evaluated.)
Actions of others can be imitated through dramatic play.	Assumes the identity of a figure familiar to him Portrays the role he assumes through verbalization, pantomine Selects simple props to add meaning to dramatic play Expresses ideas
Characters can be real or imaginary.	Classifies characters in stories as real or imaginary Reproduces sounds peculiar to the character portrayed Engages in actions appropriate to the character Organizes sequence of events to express action
Negative and positive feelings may be expressed through dramatic play.	Identifies the criteria to determine real from fantasy Releases personal feelings Assumes different roles at different times Acts out feeling of frustration and anger through play Uses role playing

DRAMATIC PLAY

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Act out family roles, community helpers, animals. Use stories and records for stimulation of imagination. Engage in play in the housekeeping center by: dressing up preparing meals caring for the baby having parties entertaining guests in the home caring for pets.	Materials: fireman's hat officer's hat for military and policeman badges, arm bands nurse's cap doctor's bag telephone cash register housekeeping equipment blocks - all sizes dolls records, tapes
Choose a character from a story to dramatize. Portray the character in a way which is meaningful to him. Participate in characterizations from literature. Act out stories, games, nursery rhymes, simple poems. Act our some character and have others guess who he is.	Films and filmstrips Puppets Books from the school library Miniature toys (animals, people, boats, trains, etc.) Book: Finger Plays. Golden Press, New York
Play the role of people in the environment. Portray imaginary characters.	

DRAMATIC PLAY

UNDERSTANDINGS	OBJECTIVES
Dramatic play is fun.	Participates as an individual or in a group

DRAMATIC PLAY

SUGGESTED ACTIVITIES AND TEACHING PROCEDURES	INSTRUCTIONAL RESOURCES
Play activities centered around:	
playing and working in the home	
shopping	
working on the farm	
operating a play train, fire engine, airplane	
driving a car made from blocks or boxes.	
Interpret activities of:	
fireman	
policeman directing traffic	
school patrols	
animals and their activities	
milkman	
postman	
paper boy	
using the telephone	
playing school	
circus performers.	
Participate in finger plays.	
View films and filmstrips.	
Act out poems and songs.	
Play games.	

PHYSICAL DEVELOPMENT

Free play, outdoor activity, rhythms and games give the child opportunity to learn how other children play and how he may play with them. These activities help the child develop physical and emotional control, self-confidence and sportsmanship. He will learn that there is a time to lead and a time to follow. Dramatic play and rhythms allow him to interpret and create.

Growth through wholesome play activity is evident in the child's physical and mental development and in social habits and attitudes.

Understandings in Play Activities

Group play has social advantages and makes possible more varied types of activities.

Successful group activity depends on the cooperation of each individual in the group.

Play is more satisfactory when the rules of the game are observed.

Special skills are necessary to play some games.

Outdoor play helps build healthy bodies.

Equipment is to be used safely and cared for properly.

Good physical health is maintained through the practice of health habits.

Total Body Coordination and Conditioning

In addition to the exploratory movements which a teacher guides but does not direct, there are common physical movements that children need. Many of these movements occur without directions. However, a teacher needs to be aware of the varied motions and provides for their development.

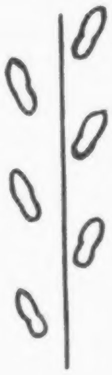
Objectives

- to develop strength in the arms, shoulders, and upper trunk
- to develop muscles not used in other play activities
- to develop balance
- to recognize correct body form in different activities.

MOVEMENT	ACTIVITIES
Balancing	Standing in one place on both feet Standing in one place on one foot Stork stand on one foot with arms out to side Standing on one foot with free foot to inside of supporting knee Standing on toes with hands out Standing on toes, hands to sides Using a Balance Beam: Walk forward on beam, arms held sideward Walk backward on beam, arms held sideward With arms held sideward, walk to the middle, turn around and walk backward Walk forward with left foot always in front of right Walk forward with right foot always in front of left Walk forward with hands on hips Walk backward with hands on hips Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam Walk the beam sideward, right, weight on balls of feet Walk the beam sideward, left, weight on balls of feet.
Climbing concentrate on use of hands and arms rather than legs	Using the horizontal ladder Using the jungle gym

MOVEMENT	ACTIVITIES
Crawling	Using opposite hand and foot Using foot and hand on same side - lumbering motion Crawling around a circle Crawling along a straight line
Dodging	Running and dodging a thrown or rolled ball Running and dodging through several (5 or 6) bicycle tires
Galloping	Skipping comes before galloping. Always use same lead foot. (Step, together, step, together)
Hopping	Using both feet, hop around. Using one foot hop forward backward sideways.
Jumping - brief description of skills involved	Rope jumping . individual . group Jumping the Brook Two parallel lines are drawn approximately 18" apart. The children stand behind one of the lines and, one at a time, attempt to jump over the "brook". After each child has jumped the brook, the lines are spread farther apart thus widening the brook. Children are eliminated if they step in the "water". The object is to keep jumping over the brook until all but one child is eliminated.
Leaping	Running jump Run, begin leap on left foot, make a high arc, land on right foot

MOVEMENT	ACTIVITIES
Lifting	Pretending to . lift a feather . lift a heavy stone Bending knees with back straight; lift straight up using legs
Prancing	High knee lift
Pulling	Pulling an object (tire on end of rope) toward the body with arm movement; both feet stationary Pulling an object toward the body with arms straight and rigid; body moving back with leg power Lying on scooter board and pulling along
Pushing	Using a ball . a chair . a tire or hoop Using a strip of cloth placed in front of student; both hands flat on cloth; heel of hand remains on cloth, fingers pull cloth toward heel of hand, then push cloth away with fingers.
Running	Forward Backward To the side On tiptoe Step on ball of feet Fast-slow Knees high In place Up hill--down hill
Skipping	Step and hop; step on opposite foot and hop Skipping is a skill easily learned by some and difficult for others. One technique which may be helpful is to draw a straight line 15-20 feet in length. Place a cut out foot print or chalk drawn print on alternating sides of the line as illustrated below. Instruct the child to step to the first print, hop on the same foot and place the

MOVEMENTS	ACTIVITIES
Skipping (cont.)	opposite foot on the next print. Repeat this procedure until the child understands the technique. 
Stooping	Bending from waist with legs straight . to pick flowers . to pick up paper Squatting
Stretching	To the ceiling with feet flat on floor To the ceiling standing on tiptoes In prone position with arms stretched out from body To side with feet stationary Measuring worm
Tumbling	Log roll; extend body, arms over head and roll over and over Egg roll; sit down, arms wrapped around legs and roll to one side, then the other Forward roll; squat, chin on chest, arms outside of legs, begin forward motion so that hips are raised and bridge of shoulders get pressure of floor or ground Backward roll; squat position, chin on chest, hands over shoulders, palms up, stay in a ball, sit back, roll, push with hands and land on feet
Walking	Proper walking Place outside of heel on ground first, most body weight on outside of foot, roll to ball of foot, feet should be pointed outward Tip-toe Bit steps Little steps Forward Backward Fast-slow Around a square

COMBINATION MOVEMENTS	ACTIVITIES
Bend and Stretch	Feet stationary, reach far out to side Child tosses bean bag as far to one side as he thinks he can reach; attempts to reach that spot, feet stationary Make a circle or place a receptacle at varied distances from a line; toss bean bag into it
Swing and Sway	Sway body with feet stationary Sit and sway Swinging arms Swinging a leg
Rising and Falling	Grow like a flower Fall like a leaf
Twisting and Turning	Like a corkscrew Like a drill bit Like an airplane Like a kite
	Records: "Exercises - Kid Stuff", Kimbo "Chicken Fat" - U.S. Jaycees
Whirling	Like a top Like a tornado Like a pinwheel Sit down and whirl Fast-slow On one foot

BALL SKILLS	ACTIVITIES
Bouncing	One hand Two hands Bounce and catch Alternating hand bounce

BALL SKILLS	ACTIVITIES
Catching	Involves a partner or bouncing of ball off wall or floor Keep eye on object to be caught
Kicking	A ball Plastic bottles To a designated area
Rolling	Rolling ball to individual children as they sit in a circle Rolling ball as children stand in a circle Roll with one hand Roll with two hands "Hot ball", use 3 or 4 balls and pretend balls are hot, get rid of them as soon as possible Spread legs, roll ball in figure 8 around feet Rolling ball to an object (wall, person sitting with legs spread) Rolling ball as child walks bent over
Throwing	Overhand motion Keep eye on target (other person) Throw to a target
Tossing	Bean bag; ball Underhand to another child With both hands, starting with ball low between legs With one hand Into an object or receptacle Toss up and catch Record: "Musical Ball Skills", Educational Activities

Rhythmic Activities

The natural sequence with children of kindergarten and primary years is from movement to song, rather than song to movement. Some children's natural urge to movement has been repressed. While no one should be forced to participate, offer ideas to get them started.

From rhythmic activities can come balance, control, expression, throught connected with action, and happy participation in individual and social experiences. Some specific objectives of rhythm are to:

- develop a feeling for, and an appreciation of, rhythm
- develop ability to listen and discriminate when hearing music
- develop ability to feel and express moods through bodily movement.

FUNDAMENTAL RHYTHMS	ACTIVITIES
Pitch	After children understand high and low in relation to music, physical movement may be used in relation to this concept.
Rhythm	Walking with accented drum beat Walking with accented clapping
Tempo	Clapping hands to beat of drum, piano, or music Child walks, teacher accompanies his walk with clapping, child sets pace; then teacher claps and child times his walking to the clapping Tapping feet Tapping hands Tambourine shaking or beating
Volume	After children understand heavy and light in relation to music, physical movement may be used in relation to this concept Feet pounding or stomping heavy or light

Games

Rhythmic and dramatic play activities that provide creative expression are preferable to organized games. As children mature socially, games of simple origin can be introduced. Children get pleasure from formulating their own games. Occasional suggestions from the teacher will add interest and value to the games created by the children.

Some specific objectives of games in the kindergarten are to:

- develop self-control
- learn fairness.

GAMES	ACTIVITIES
Did You Ever See A Lassie?	Formation: Circle "Did you ever see a lassie (laddie) a lassie, a lassie, Did you ever see a lassie, do this way and that? Do this way and that way, and this way and that way? Did you ever see a lassie do this way and that?" Action: One child in the middle, other children grasp hands and circle around the child in the center while singing the first two lines. During lines three and four the children drop hands and imitate the child in the middle, who thinks up some special way to hop, move his head, etc.
London Bridge	Formation: Single line or single circle 1. London Bridge is falling down, Falling down, falling down. London Bridge is falling down, My fair lady-O. 2. Build it up with iron bars, etc. 3. Iron bars will rust away, etc. 4. Build it up with pins and needles, etc. 5. Pins and needles rust and bend, etc. 6. Build it up with penny loaves, etc. 7. Penny loaves will tumble down, etc. 8. Build it up with gold and silver, etc. 9. Gold and silver will be stolen away, etc. 10. Here's the prisoner we have caught, etc. 11. Off to prison he must go, etc.

GAME	ACTIVITIES
Looby Loo	"I put my right hand in. I put my right hand out. I give my right hand a shake, shake, shake, and turn myself about." Action: Children, grasping hands, walk about the circle as they sing the chorus. At the beginning of the verse the children drop hands, put their hands on their own hips, first put right hand into circle, then shake right hand and with hands on hips turn about in place. Children grasp hands and sing, repeating the action of the chorus.
Ring Around The Rosie	The players join hands in a ring and skip around reciting, sing-song fashion, the following lines: "Ring around the rosie, Pocket full of posie Fall down and break your nosey!" On the last line all children drop to the floor. Sometimes it is recited: "Ring around the roses, A pocket full of posies, With a curtsy here and a curtsy there, and a curtsy all together." Curtsy to the right, to the left, and to center.
The Muffin Man	Formation: Circle "Do you know the muffin man, the muffin man, the muffin man? Do you know the muffin man that lives in Drury Lane? Yes, I know the muffin man, the muffin man, the muffin man, Yes, I know the muffin man that lives in Drury Lane." Action: Child who is to start the game stands in front of child of his own choosing. As lines 1 and 2 are sung, the child dances up and down on his toes, hands on his hips. As lines 3 and 4 are sung, the child in front of whom the first child was standing dances up and down on his toes, hands on hips. The

GAME	ACTIVITIES
The Muffin Man (cont.)	two children join hands and skip about the circle as they, with the group, sing "Two of us know the muffin man." Game starts again, this time the two children standing in front of two others. Game continues until eight have had turns. The eight sit down and another person is chosen to start the game. Record: "First Folk Dances", RCA

Stunts and Apparatus

One of the great advantages of apparatus exercises is that they can be adapted to the needs of both boys and girls. Hanging, bending, stretching, turning, twisting, kneading, lifting, pulling, pushing, and jumping are the beneficial movements occurring simultaneously or alternately in even the simplest exercise. Muscular strength is developed and auxiliary muscle groups are brought into play.

The jungle gym, stall bars, slide, ladders, ring, and mat stunts, therefore, have a definite and useful place in primary physical education. Definite limits relating to the use of apparatus must be set and consistently maintained.

Some specific objectives for floor and apparatus stunts are to:

- promote organic vigor and harmonious muscular development
- help the child to understand and develop his abilities to a maximum and at the same time in a wholesome way to recognize his own limitations
- aid in the development of good body mechanics
- provide opportunities to learn and practice safety.

HEALTH AND SAFETY	CONSIDERATIONS
Outdoors	
Use of physical education equipment	Wagons Big transportation toys Climbing apparatus Swings Sliding board See-saw

HEALTH AND SAFETY	CONSIDERATIONS
Indoors	
Classroom	Safe use of equipment and materials . blocks . physical education equipment . work bench . scissors . fountains . room space--spatial orientation Safety with peers--social learnings
Halls	Walking
Halls	Walking Doorways and opening big doors Fire drills
Steps	Side to use Use of rail Walking on ramps
Walking-Running	Sidewalks Streets-crossing Safety patrols Parking lots
School Bus	Getting on-off Walking away from Sitting
Personal Health Habits	Drinking from fountain Toilet habits Washing hands Sleep Nutrition Kleenex Films: *Hour To Catch A Cold* *School Bus Safety* *Healthy Families*

ADDITIONAL INFORMATION

HELPFUL SUGGESTIONS FOR THE KINDERGARTEN TEACHER

The following suggestions are from the teachers who worked in the pilot classes for the session 1967-68.

The arrangement and care of the classroom is very important. A room can be perceptually confusing when it is over cluttered. Have each center arranged so that the purpose of it should be clear to anyone entering the room.

There should be a designated area for the teacher to work with small groups. This should be in a quiet place and located near shelves for supply storage.

A list of children arranged according to chronological age is very helpful throughout the year. It aids in understanding limitations and recognizing the birthday of each child.

Index cards are very serviceable for recording observations of individual children by both teacher and aide. These cards become a cumulative record for each child and may be used for assessing pupil progress, having conferences and reporting.

Check lists facilitate record keeping such as skills achieved, levels of play, and participating in work centers.

Children will feel more secure if allowed to hold hands during first few fire drills.

A picture drawn to show shapes of blocks could be taped to the shelves to show children where blocks should be placed for storage.

Children should be taught to remove puzzle pieces one at a time, rather than dumping them out. This cuts down noise and loss of puzzle pieces.

A putty knife is a useful tool for removing clay.

A shower curtain can be used to protect table tops when children are using clay or sanding wood.

Unbreakable containers should be used with or in the sand and water tables.

ART

Paint Mixing

- Mix a pint container of paint at one time. Always shake the paint before it is put into small jar. Close the container at the end of the day. Towards the end of the year children can experiment with paints to create new and interesting colors.

- At the beginning of the year limit the color selection to just a few, adding other colors as the year goes on.

- Junior-sized baby food containers make excellent individual paint jars.

- Save empty paint containers for storage of left-over paint.

Brushes

Brushes should be:

- stored with bristles up

- washed after each session

- kept in easel or container near easel for easy access by children.

Easel

The easel should:

- have paper or plastic material under it to catch drips or spills

- be handy to water -- sink.

Other areas such as counter top, tables and floor can be used for painting areas and should be protected with newspapers.

Clean-up

Clean-up time can be facilitated by:

- using rubber gloves when working with cold water

- using rubber spatula to get paint and paste out of jars

- having a brush to clean jars

- using many sponges designated for definite uses (Floor - sink - tabletops, etc.)

- having the easel and paint jars cleaned regularly

- using mesh pads for cleaning and removing paste

- removing crayon marks with kleenex or a dry cloth.

MISCELLANEOUS ITEMS

- A box for storing scraps of construction paper, material, wallpaper, buttons, yarn, can be used in other art projects.

- Coffee cans, with holes punched around edge, make excellent holders for scissors and brushes.

- Paste may be put in small baby food jars for easier access by children.

- Keep an accumulative folder of paintings for each child. One painting a month in the folder shows development through the year.

The Industrial Arts Departments of the Intermediate schools are excellent sources of soft wood. The instructors may be resource for aid to the teacher in learning how to use the work bench.

Early in year, distribute a list of articles that parents may contribute to the classroom centers. For example: dress-up clothes, boxes and cans for housekeeping center; plastic containers and small rugs for other centers.

A periodic newsletter to each parent of a kindergarten child concerning the activities in the kindergarten classroom helps parents understand the program and note the progress of the child. This newsletter must be approved by the principal.

HOME-SCHOOL RELATIONSHIPS

Individual Conferences

Parents are especially anxious to discuss the child's reaction to school. Many of them hesitate to request a conference but welcome the opportunity to talk with the teacher. Parents know their child better than anyone else and can be very helpful to the teacher. A successful conference is important in bringing about a cooperative friendly relationship between the school and home. Every parent should have the opportunity to have one or more conferences with the teacher during the school year. One of these should be early in the year. The responsibility for the success of the parent-teacher conference rests primarily with the teacher.

The following guidelines offer help in planning and participating in conferences:

The teacher:

- preplans the conference, deciding upon its purpose and points she wishes to discuss
- sets up a comfortable meeting place where there will be privacy without interruptions
- is relaxed, unhurried and friendly
- encourages the parent to express his thoughts and feelings with the knowledge that he will be listened to and understood
- invites both mother and father to the conference when it seems the best approach to solving the problem
- is objective and specific in her remarks and offers constructive suggestions
- accepts parental confidences without forming judgments
- avoids sensitive and/or personal topics unless they are pertinent or introduced by the parent
- summarizes the conference with agreed upon next steps the school will assume and those the home will assume
- closes the conference on a constructive, reassuring note which fosters continued cooperative action.

A brief, dated purpose and summary of each conference should be placed in the child's cumulative record.

A copy of the Progress Report - Kindergarten is included in the Appendix.

THE FIELD TRIP

The field trip is a planned visit outside the classroom which extends the learning of children. It is most effective when the purposes for taking the trip have been developed with the pupils. The field trip is especially important for many of the kindergarten children to help them clarify their impressions of the world around them. These trips should be of short duration and directly connected with their daily experiences.

There are many opportunities for walking trips in each school and community. Some trips may be repeated several times during the year to clarify learnings and to make additional observations.

There should be a follow up of each trip by discussing children's questions, talking about things that particularly interested them, clarifying misconceptions, painting pictures and other appropriate activities.

Some suggested places for these trips include:

- principal's office
- cafeteria
- library
- school yard
- nature trails
- construction near the school
- a firehouse
- a pet store
- a farm
- Dulles Airport
- a shopping center
- a post office
- a dairy
- a bakery
- a grocery store
- a store.

Procedures for the teacher to follow whenever the trip is off the school grounds:

- discuss the trip, including transportation and the time table, with the principal

- visit the place, if possible, prior to planning with the pupils

- obtain written permission from each parent for his child to take the trip

- use school busses for all trips requiring transportation

- limit the travel time on busses to approximately thirty minutes one way

- develop standards of behavior with children

- before the day of the trip, meet with parents to explain their role

- plan a trip for only one class at a time. Classes will not be combined.

The teacher has the responsibility for the entire group but may use parents who understand the plan and purpose of the trip to assist her. Groups of three or four children will be assigned to each adult. If possible, enough parents should be used so that the teacher is free to attend to details.

USE OF LIBRARY

The library habit should be encouraged at an early age. The five year olds will begin regular library visits early in the year. The teacher or aide accompanies the group. During the library period the librarian will:

- help children become acquainted with the facilities
- demonstrate the way to care for books
- read or tell stories or poems
- dramatize story book characters
- display suitable books attractively
- guide children in selecting books for the classroom or to take home.

It is advisable that kindergarten children take home books from the library early in the year. The first step toward this may be checking out books for the classroom. A list of library books has been compiled and follows this statement. It is hoped that each teacher will suggest other books to add to this initial compilation.

LIBRARY BOOKS FOR KINDERGARTEN CHILDREN

Presentation of Concepts

Baker	PATTERNS OF NATURE	Doubleday
Bendick	ALL AROUND YOU	McGraw Hill
Borete	DO YOU HEAR WHAT I HEAR?	Abelard-Schumann
Branley	BIG TRACKS, LITTLE TRACKS	Crowell
Branley	ROCKETS AND SATELLITES	Crowell
Brown	THE WINTER NOISY BOOK	Harper
Conklin	I CAUGHT A LIZARD	Holiday House
deRegniers	THE SHADOW BOX	Harper
Fisher	WHERE DOES EVERYONE GO?	Crowell
Goans	IT'S NESTING TIME	Crowell
Garelick	WHERE DOES THE BUTTERFLY GO WHEN IT RAINS?	Scott
*Hader	THE BIG SNOW	Hale
Huntington	LET'S GO OUTDOORS	Doubleday
Kessler	ARE YOU SQUARE?	Doubleday
Lionni	LITTLE BLUE AND LITTLE YELLOW	Oblensky
O'Neill	HAIL STONES AND HALIBUT BONES	Doubleday
Schlein	HOW DO YOU TRAVEL?	Abingdon
Schlein	SHAPES	Scott
*Schneider	FOLLOW THE SUNSET	Doubleday
Scheider	WHILE SUSIE SLEEPS	Scott
*Shay	WHAT AHPPENS WHEN YOU MAIL A LETTER?	Reilly
**Tresselt	WHITE SNOW, BRIGHT SNOW	Lothrop
Zaffo	THINGS THAT GO	Doubleday

Story Books

Aldis	CATS AND BATS AND THINGS WITH WINGS	Atheneum
Alexander	ABC OF CARS AND TRUCKS	Doubleday
*Anglund	A FRIEND IS SOMEONE WHO LIKES YOU	Harcourt
**Anglund	IN A PUMPKIN SHELL	Harcourt
Anglund	LOVE IS A SPECIAL WAY OF FEELING	Harcourt
*Asbjornsen	THE BILLY GOATS GRUFF	Harcourt
*Aulaire	DON'T COUNT YOUR CHICKS	Doubleday
Beim	TWO IS A TEAM	Harcourt
Bemelmans	MADELINE	Viking
Berkley	THE SIZE OF IT-UPS AND DOWNS	Hale
Birnbaum	GREEN EYES	Capitol
Birnbaum	JENNY'S BIRTHDAY BOOK	Harper
**Bishop	THE FIVE CHINESE BROTHERS	Coward
*Briggs	MOTHER GOOSE TREASURY	Coward
Bright	ME & THE BEARS	Doubleday
Brown	THE GOLDEN EGG BOOK	Simon
Brown	PIP CAMPS OUT	Golden Gate

** first purchase
* second purchase

STORY BOOKS (continued)

Brunhoff	THE STORY OF BARBAR	Random
Buckley	GRANDFATHER & I	Lothrop
Buckley	GRANDMOTHER & I	Lothrop
Budney	A KISS IS ROUND	Lothrop
Burton	CHOO CHOO	Houghton
Burton	KATY AND THE BIG SNOW	Houghton
Burton	LITTLE HOUSE	Houghton
Burton	MIKE MULLIGAN & HIS STEAM SHOVEL	Houghton
Caldecott	HEY DIDDLE DIDDLE & BABY BUNTIN	Warne
Carmer	TOM BEAVER, GRIDDLE SKATER	Garrard
Caudill	A POCKET FULL OF CRICKET	Holt
Cole	I WENT TO THE ANIMAL FAIR	World
Cole	OH WHAT NONSENSE	Viking
Daugherty	ANDY AND THE LION	Viking
**DeAngeli	BOOK OF NURSERY & MOTHER GOOSE RHYMES	Doubleday
deRegniers	A LITTLE HOUSE OF YOUR OWN	Harcourt
deRegniers	WHAT CAN YOU DO WITH A SHOE?	Harper
duBois	THE THREE LITTLE PIGS	Viking
**Duvoisin	PETUNIA	Knopf
Duvoisin	VERONICA	Knopf
*Eichenberg	APE IN A CAPE	Harcourt
Eichenberg	DANCING IN THE MOON	Harcourt
**Emberley	DRUMMER HOFF	Prentice
*Ets	IN THE FOREST	Viking
Ets	PLAY WITH ME	Viking
**Fatio	THE HAPPY LION	Whittlesey
Feet	ROSA-TOO-LITTLE	Doubleday
Enton	BIG YELLOW BALLON	Doubleday
Fisher	CRICKET IN A THICKET	Scribner
Fisher	GOING BAREFOOT	Crowell
**Flack	ANGUS AND THE DUCKS	Doubleday
Flack	ANGUS LOST	Doubleday
Flack	ASK MR. BEAR	Macmillan
Flack	THE STORY ABOUT PING	Viking
*Flack	WAIT FOR WILLIAM	Houghton
Francoise	THE THANK YOU BOOK	Scribner
Francoise	WHAT TIME IS IT, JEANNE-MARIE?	Scribner
Freeman	MOP TOP	Viking
Gaeddert	NOISY NANCY NORRIS	Doubleday
Gag	ABC BUNNY	Coward
*Gag	MILLIONS OF CATS	Coward
Galdone	THE OLD WOMAN AND HER PIG	McGraw Hill
Garten	THE ALPHABET TALE	Random
Graham	TIMOTHY TURTLE	Viking
Gramatky	HERCULES	Putnam
**Gramatky	LITTLE TOOT	Putnam
*Greenaway	A APPLE PIE	Warne

STORY BOOKS (continued)

**Guilfoile	NOBODY LISTENS TO ANDREW	Follett
Hader	LOST IN THE ZOO	Macmillan
Heyward	THE COUNTRY BUNNY & THE LITTLE GOLD SHOES	Houghton
Hoban	BEDTIME FOR FRANCES	Harper
Hoberman	ALL MY SHOES COME IN TWO'S	Little
Hoberman	HOW DO I GO?	Little
**Ipcar	BROWN COW FARM	Doubleday
**Keats	SNOWY DAY	Viking
**Keats	WHISTLE FOR WILLIE	Viking
Keeping	MOLLY O'THE MOORS	
Kingman	PETTER'S LONG WALK	Doubleday
Krasilousky	MAN WHO DIDN'T WASH HIS DISHES	Doubleday
Krasilousky	THE VERY LITTLE BOY	Doubleday
Krauss	GROWING STORY	Harper
**Langstaff	FROG WENT A-COURTIN'	Harcourt
Langstaff	OVER IN THE MEADOW	Harcourt
**Leaf	STORY OF FERDINAND	Viking
Lear	THE OWL & THE PUSSYCAT	Doubleday
**Lenski	THE LITTLE AUTO	Walck
Lenski	PAPA SMALL	Walck
*Lionni	INCH BY INCH	Oblensky
**Lionni	SWIMMY	Pantheon
Leodhas	ALL IN THE MORNING EARLY	Holt
McCloskey	BLUEBERRIES FOR SALE	Viking
**McCloskey	ONE MORNING IN MAINE	Viking
**McCloskey	MAKE WAY FOR DUCKLINGS	Viking
McDonald	LITTLE ISLAND	Doubleday
McDonald	LITTLE LOST LAMB	Doubleday
McDonald	RED LIGHT, GREEN LIGHT	Doubleday
*McGinley	ALL AROUND THE TOWN	Lippincott
Merriam	ANDY ALL YEAR ROUND	Funk
Merriam	WHAT CAN YOU DO WITH A POCKET	Knopf
Milne	NOW WE ARE SIX	Dutton
Milne	WHEN WE WERE VERY YOUNG	Dutton
Milne	THE WORLD OF CHRISTOPHER ROBIN	Dutton
Minarik	FATHER BEAR COMES HOME	Harper
**Minarik	LITTLE BEAR	Harper
Moore	NIGHT BEFORE CHRISTMAS	Grosset
Munari	BRUNO MUNARI'S ABC	World
Munari	ZOO	World
**Newberry	MITTENS	Harper
O'Neill	POOR MERLO	Atheneum
Palazco	ANIMAL BABIES	
Petersham	BOX WITH RED WHEELS	Macmillan
**Piatti	THE HAPPY OWLS	Atheneum
Piper	LITTLE ENGINE THAT COULD	Platt
**Potter	PETER RABBIT	Warne

STORY BOOKS (continued)

* Rey	CURIOUS GEORGE	Houghton
Rojankovsky	ANIMALS IN THE ZOO	Knopf
Rojankovsky	TALL BOOK OF MOTHER GOOSE	Harper
Ross	STOP IT MOPPIT	McGraw Hill
* Sauer	MIKE'S HOUSE	Viking
Schackburg	YANKEE DOODLE	Prentis Hall
Scheer	RAIN MAKES APPLE SAUCE	Holiday
Schneider	WHILE SUSIE SLEEPS	Scott
Schulz	WILLIE WEEP THE CHIMNEY SWEEP	Doubleday
** Sendak	WHERE THE WILD THINGS ARE	Harper
Slobodkin	THANK YOU, YOU'RE WELCOME	Vanguard
* Slobodkin	CAPS FOR SALE	Scott
Smaridge	WATCH OUT	Abingdon
Stevenson	CHILD'S GARDEN OF VERSE	Watts
Stobbs	STORY OF THREE BEARS	Whittlesy
Taylor	HENRY THE EXPLORER	Atheneum
Tensen	COME TO THE FARM	Reilly
Tensen	COME TO THE ZOO	Reilly
* Titus	ANATOLE	McGraw
Tripp	THE STRAWMAN WHO SMILED BY MISTAKE	Doubleday
Tudor	A IS FOR ANNABELLE	
Tudor	MOTHER GOOSE	Walck
* Tudor	1 IS ONE	Walck
* Udry	A TREE IS NICE	Harper
Ungerer	MOON MAN	Harper
Ward	THE BIGGEST BEAR	
Will	THE CHRISTMAN BUNNY	Harcourt
Will	FINDERS KEEPERS	Harcourt
Williams	BIG GOLDEN ANIMAL ABC	Golden
Wildsmith	MOTHER GOOSE	Watts
* Wildsmith	1, 2. 3. 's	Watts
Wright	THE LONELY DOLL	
Yashima	CROW BOY	Viking
* Yashima	UMBRELLA	Viking
Ylla	ANIMAL BABIES	Harper
Ylla	TWO LITTLE BEARS	Harper
Zimelman	ONCE WHEN I WAS FIVE	
* Zion	HARRY THE DIRTY DOG	Harper
Zion	HIDE AND SEEK DAY	Harper
Zolotow	MR. RABBIT & THE LOVELY PRESENT	Harper
Zolotow	SLEEPY BOOK	Harper
Zolotow	THE STORM BOOK	Harper
Lewis	IN A SPRING GARDEN	
Tresselt	THE MITTEN	Lothrop
Sandburg	THE WEDDING PROCESSION OF THE RAG DOLL	Harcourt
LaFontaine	THE HARE AND THE TORTOISE	Watts
Lindgran	THE TOMTEN AND THE FOX	Coward

EVALUATION

In order to assure continuous improvement in the kindergarten program a plan of evaluation is essential. This evaluation must involve classroom teachers and others who have responsibility for the program.

The Behavioral Objectives, as have been indicated under each subject area, provide an important and continuous means of evaluating the child's progress. It is realized that teachers must refine and add to the first edition of these objectives.

Other areas to be evaluated include:

- curriculum materials and their use

- teaching procedures.

USE OF WORKBENCH

Woodworking offers the five year old another opportunity for creative expression. Workbench activities provide excellent opportunities for: reinforcing math concepts; directing excess energy; exercising large muscles; developing a sense of accomplishment; and a respect for tools that could be harmful.

The use of standard tools is a satisfying experience for children. Through woodworking the child develops an awareness of use of materials and tools.

The child's personal satisfaction should be of utmost importance and the product not judged by adult standards.

Definite safety rules should be established by the teacher with a clear understanding on the child's part of the reason for these rules.

Suggestions for Setting Up Woodworking Center

- In so far as space permits, choose an area that is free from other activities and large enough to accomodate all necessary materials.
- Provide for easy access and storage of materials.
- Limit workbench activity to two children at one time.
- Provide adult supervision for activities at all times.
- Store unfinished objects.
- Store unused wood in cardboard or wooden boxes separate from that in use.
- Each child returns the equipment used to its designated storage area.

Woodworking Materials

I. Presentation of Tools

Each tool should be presented and demonstrated to the total class. At this time standards for use, safety and storage should be discussed. For a first experience in hammering nails, a pounding board or tree trunk should be available.

II. Description of Materials

Wood	- Use soft wood, such as pine of varying sizes, shapes, and thickness.

Nails - Provide an assortment of sizes and lengths and demonstrate a relationship of nails to size of wood.

Hammer - (Cross-cut and Coping) Hold saw by handle and avoid sharp edges of teeth.
Saw with a push stroke at a slight angle across the grain.
Carry by handle close to side with teeth pointing back.

Vise and C-Clamp - Attach vise to workbench to hold wood for sawing.
Demonstrate how clamps hold wood to make sawing easier.
Emphasize the necessity for keeping the clamps tight.

Sandpaper - Provide assorted textures as needed for smoothing wood surfaces.
Demonstrate the reason for sanding.

Paint - Use tempera paint as one means of finishing child's project.

APPENDIX

FAIRFAX COUNTY PUBLIC SCHOOLS
FAIRFAX, VIRGINIA

PROGRESS REPORT - KINDERGARTEN

School Year _____ to _____

Name ______________________________

School ______________________________

Teacher ______________________________

Principal ______________________________

The kindergarten extends the child's knowledge and learning through discovery and observation, as well as through adjustment to group activity.

The school attempts to help the child develop in each of the areas listed below. THIS EVALUATION REPRESENTS THE TEACHER'S MOST ACCURATE ESTIMATE OF THE INDIVIDUAL CHILD'S PROGRESS DURING THIS SCHOOL YEAR.

Most of the time	Part of the time	Seldom	Not at present	DEVELOPMENT OF WORK HABITS
☐	☐	☐	☐	Works with a definite purpose
☐	☐	☐	☐	Completes the task
☐	☐	☐	☐	Picks up and puts away materials in the appropriate places
☐	☐	☐	☐	Follows directions
☐	☐	☐	☐	Uses materials and tools purposefully and correctly
☐	☐	☐	☐	Handles books properly
☐	☐	☐	☐	Takes care of needs and belongings
☐	☐	☐	☐	Does routine tasks well
☐	☐	☐	☐	Works without disturbing others
				SOCIAL DEVELOPMENT
☐	☐	☐	☐	Works and plays well with others
☐	☐	☐	☐	Listens when others speak
	☐	☐	☐	Shares with others
☐	☐	☐	☐	Obeys safety rules
☐	☐	☐	☐	Practices good health habits
☐	☐	☐	☐	Respects the rights and property of others
				PHYSICAL DEVELOPMENT
☐	☐	☐	☐	Has good motor control, especially of large muscles
☐	☐	☐	☐	Is gaining small muscle control as evidenced in cutting, working with crayons, and handling of objects
☐	☐	☐	☐	Enjoys physical activities such as running, jumping, climbing
☐	☐	☐	☐	Is able to relax
☐	☐	☐	☐	Seems to have sufficient energy for the school day's demands

Most of the time	Part of the time	Seldom	Not at present	LANGUAGE DEVELOPMENT
☐	☐	☐	☐	Takes part in informal conversation
☐	☐	☐	☐	Expresses himself well
☐	☐	☐	☐	Enjoys books and stories
☐	☐	☐	☐	Retells stories in proper sequence
☐	☐	☐	☐	Creates stories about own or other pictures
☐	☐	☐	☐	Hears likenesses and differences
☐	☐	☐	☐	Takes part in dramatic play
				DEVELOPMENT OF EXPRESSION IN THE ARTS
☐	☐	☐	☐	Participates in singing
☐	☐	☐	☐	Participates in rhythmic activities
☐	☐	☐	☐	Creates with paint, crayons, clay, wood, blocks, paste, and scissors
☐	☐	☐	☐	Recognizes and names colors
				MATH AND SCIENCE DEVELOPMENT
☐	☐	☐	☐	Uses numbers in real-life situations
☐	☐	☐	☐	Observes differences and likenesses in size and quantity
☐	☐	☐	☐	Recognizes and identifies shapes
☐	☐	☐	☐	Counts objects to _________
☐	☐	☐	☐	Understands right and left
☐	☐	☐	☐	Uses proper scientific vocabulary
☐	☐	☐	☐	Recognizes numerals 0-10
☐	☐	☐	☐	Is developing the scientific skills of observing, measuring, using space-time relationships, using numbers, and classifying

REMARKS:

BIBLIOGRAPHY

Adams, Ruth J. *Creative Woodwork In The Kindergarten*. New York: T. S. Denison and Co. 1967.

Andrews, Gladys, *Creative Rhythmic Movement for Children*. Englewood Cliffs, New Jersey: Prentice-Hall, 1954.

Foster, Josephine, (revised by N.E. Headley). *Foster and Headley's Education In The Kindergarten*, Fourth Edition. New York: American Book Co., 1959.

Hymes, James L. Jr. *A Child Development Point of View*. Englewood Cliffs, New Jersey: Prentice-Hall, 1956.

Hymes, James L. Jr. *Before The Child Reads*. Evanston, Illinois: Row, Peterson & Co., 1958.

Leeper, Sarah H., and others. *Good Schools for Young Children*. Second Edition. New York: The Macmillan Co., 1968.

Lowenfeld, V. *Creative and Mental Growth*. New York: The Macmillan Co., 1953.

Robison, Helen and Bernard Spodek. *New Directions In The Kindergarten*. New York: Teachers College Press, 1966.

San Jose Unified School District. *Kindergarten Curriculum Guide*. San Jose, California. 1960.

Stark, Esther. *Blockbuilding*. Washington, D. C.: EKNE, National Education Association, 1965.